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ABSTRACT

Results of a feasibility study to integrate the elderly into the university community are reported. The program occurred during the 1975 summer session at Oklahoma State University. Twenty retired persons attended classes, participated in other phases of campus life, and lived in a university dormitory. Twenty-three students acted as surrogate grandchildren to the older participants. Both groups were tested extensively to determine the effects of the program on them. Also, administrators, faculty members, and students were interviewed regarding the effects of the program on the existing university structure and the anticipated effects of the program on the existing university structure and a permanent program. Results indicated that attitudes toward the program were very positive. Elderly participants described the experience as providing a renewed sense of meaning, promoting and providing an atmosphere where two generations can interact, and creating an atmosphere where retired adults along with younger students can develop abilities and talents. Faculty and administrators also had positive attitudes toward the program. Most faculty believed that retired persons made a positive contribution toward classroom interaction. The author concluded that the results leave little doubt that such a program is desirable and feasible. Research instruments, tables, and figures are included. (KC)

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Final Report

Proposal/Grant No. EPP75-08978

Student Originated Studies

Title: "Intergenerational Living - A Pilot Study in a University Setting"

Oklahoma State University

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Chapter One

The Inception of Project Intergenerational Living

Introduction

Isolation is rapidly becoming a way of life for the elderly persons in our society. Retirement is a transition period when a person ceases to play an active and productive role in the community. Peoples' lives change from ones of activity and purpose to ones of inactivity and aimlessness. It is often a difficult transition. In order to deal with part of the problems, many agencies (state, federal and private) have initiated programs to help in this transition by providing activity and, to some degree, purpose for the retired.

Several programs for retired persons have been established on college campuses. These programs are generally designed to provide activities for the retired through special classes offered especially for these people. Only a few of these programs have provided on-campus housing for the elderly, and only a very few have attempted to integrate the elderly into the university community.

There is little doubt that state supported university and college campuses can meet most of the needs of retired persons with only minor changes in existing programs and facilities. For example, it provides residential and eating facilities, educational, cultural, religious, recreational and entertainment facilities, shopping and service (barbers, cosmotologists, cleaners, laundries, gift shops, etc.) facilities, medical facilities and much more. In addition, it provides an opportunity for the elderly to interact with people of ages and backgrounds different from their own.

The establishment of this type of program on college campuses could also solve a major problem currently plaguing college administrators, that being an increase in the amount of unused dormitory space. During the 1960's, many of

the nation's colleges and universities underwent a period of rapid growth not only in terms of their student populations, but also in terms of their physical facilities. Recently, many of these schools have been experiencing a levelling, or in some cases a decline in their enrollments. Using existing dormitory space in which to house the elderly offers a solution to this problem.

The Intergenerational Living Project at Oklahoma State University was designed to provide the elderly with an alternative living environment in which they would become active and productive members of the university community. It was felt that the university could, and should attempt to, meet the needs of the elderly persons of the state.

The Intergenerational Living Project was primarily a feasibility study. It's function was to design a program which would fit the elderly into the university community.

The program at Oklahoma State University took place during the summer session of 1975. It was basically divided into two parts: One part involved the effects of the elderly on the university community. The other part involved the effects of this new living environment on the elderly.

The most extensive research centered around the effects of the university community on the elderly. This part of the project involved bringing twenty retired persons onto the university campus to live and participate in the campus lifestyle during the eight week summer session. The elderly persons were housed together in a university dormitory during their stay. They were given the opportunity to attend classes and participate in all of the other phases of campus life. In addition to the twenty retired persons, twenty-three students were recruited to act as surrogate grandchildren in order that the elderly have ready-made contacts when they came on campus. Both of these groups were tested extensively in order to determine the effects of the program on them.

The information gathered can be put into three general categories. 1.) What are the characteristics of the retired population who might be interested in participating in programs of this nature? 2.) What effect does such a program have on the retired participants sociologically and psychologically? What sociometric patterns will result? To what extent will the retirees interact with younger college students and vice versa? Does student retiree interaction result in any changes in how the two generations perceive each other? 3.) How would retired adults like to see an intergenerational living program structured?

The second part of the program centered around the effects of the summer program on the existing structure of the university and on the anticipated effects of a permanent program. This part of the study was conducted by contacting administrators, faculty members and students and talking to them about the summer program and about the possibility of a permanent program in the future. In addition, a survey of on-campus housing was conducted in order to determine if it was suitable for a program of this nature.

Following is a report of the major findings resulting from Project Intergenerational Living.

Some Existing University Programs for Retired Adults

Programs for the elderly offered by colleges and universities have taken many forms. There has been a great deal of interest expressed across the country in involving senior citizens in various aspects of higher education.

One common form which this involvement has taken is the provision of free tuition. Over 300 elderly participate in Senior Citizens Programs at Essex County College, N.J. where tuition, registration, and books are free for them. Tuition-free credit courses are offered at City University of New York. Approximately 150 elderly, including 20 graduate students are taking advantage of this opportunity. The University of Colorado at Boulder offers free courses for the aged. In Tennessee, Memphis State University offers reduced fee noncredit courses suitable for the elderly but not specifically restricted to them. Older people in Midwest City, Oklahoma can continue their education at no charge at a Senior Citizens College on the Oscar Rose Junior College Campus opened in the Fall of 1972. The college is sponsored as part of ORJC's community service program. It has received additional support from a Title III Older Americans Act grant from the State's Special Unit on Aging. Contact with younger students occurs between classes, in the library, and at school functions. Oklahoma State University in Stillwater, Oklahoma offers senior citizens free tuition who wish to audit university courses. Federal City College in Washington, D.C., matches each student with an older person for study, social contact, and personal service.

Several colleges and universities have residence programs for senior citizens. One of the most unusual is University Village in Tulsa, Oklahoma, a retirement center associated with Oral Roberts University. It utilizes student personnel and campus cultural resources in the operation and program of the center. Several hundred geriatric patients reside in student housing at State University

College, Buffalo, N.Y. This scheme accomplishes the double objectives of solving housing shortage for the aged and filling vacant dormitories.

Other residence programs seek to involve senior citizens in the total life of the university. The Bridge Project at Fairhaven College, a division of Western Washington State College, is one of the most innovative. A group of retired senior citizens participate in a program funded by a grant from the US Department of Health, Education and Welfare. They live in two Fairhaven buildings remodeled into an apartment complex, take meals in the Fairhaven dining hall, and participate in classes and other college events at their option. The project was innitiated in order to diminish "age group ghettos," which contribute to distorted perspectives, misunderstandings, and narrow-mindedness on the part of both groups. Additional senior citizens live in the local community and participate in Bridge activities and classes. An evaluation of the project by Gerstl reported that the most significant contribution this project has made is the renewed sense of meaning in the Bridger's existence. Many of the students felt that the participation of the Bridgers in their classes had made a significant difference in terms of their education and growth.

All of these programs have some characterisitics in common with Project Intergenerational Living at Oklahoma State University. Only the Bridge Project is comparable. The major difference in the Bridge Project and Project Intergenerational Living is the difference in the schools involved. One is a small liberal arts college and the other is a large land-grant university.

Demographic Characteristics of Retired Participants

The initial contact with potential participants for the Intergenerational Living Program at Oklahoma State University 1975 (Summer) was via a simple instrument designed to reflect a number of important demographic characteristics of

those interested. This instrument appears in Appendix A. The objective, at this stage, is merely a discursive summarization of the modal demographic pattern of the respondents to this initial questionnaire.

This discussion will be broken into three parts: (1) the demographic characteristics of the total number of respondents to the initial instrument; (2) the demographic analysis of the participants (i.e., those 20 respondents who were actually chosen and actually participated in the program); (3) the demographic analysis of the applicants (i.e. the respondents minus participants).

Concentrating attention on the 44 respondents first, the modal age category was "66-75;" 50% of the total respondents were between the ages of 66-75, while 34% were 65 or below and 16% between the ages of 76 and 90. No one was over 90. Among the 20 participants, the modal category was also "66-75" (50%) with 30% and 20% respectively for those 65 or below and those 76 and above. This proportionate difference was also maintained among the remaining applicants where 50%, 37% and 12% characterizes respectively, the 66-75, 65 and below, and the above 75 age categories.

Seventy-five percent of the respondents were female, while 70% of the participants were female, as well as 79% of the applicants.

With regard to marital status, 47% of the respondents were widowed, while 29% were married. These percentages are not quite reflected among the participants, where 50% were widowed and 40% were married. Among the remaining applicants 45% were widowed and 20% were married.

In terms of the "number of children," for the respondents, participants and applicants, the most typical family size was one or two children. The least typical family size among all three groups was a report of three to six children and above.

The modal educational level of the respondents was "to have had graduate work" (31%); the next modal category was to have had one, two or three years of college. Only 6% (three persons), had an education of seven to eleven years of school. Among the participants, 40% had graduate work, the modal category; the second modal category was represented by an equal proportional distribution (20%) among the college educated and those having one, two, or three years of college. The applicants were characterized by a bimodal distribution with 30% having graduate work and 30% having a high school education. The second modal category was 25%, characterizing those having one, two, or three years of college. Truly, the respondents were a highly educated group with this fact being even more pronounced among the participants.

With respect to retirement, 63% of the respondents and 100% of the participants were in this status. Along these same lines, 93% of the respondents received social security payments and similar percentages were obtained for the participants (90%) and the applicants (95%).

In terms of the religious preferences represented (Christian/Disciples of Christ, Methodist, Baptist, Lutheran, Unitarian, Nazarene, Presbyterian), Methodists were most numerous among the respondents and the participants, 31% and 40%, respectively. Twenty-seven percent of the respondents did not state a religious preference, compared to 20% among the participants and 33% among the applicants. The least modal category among the respondents was Nazarene (only one person); but this frequency was not represented among the participants.

The question "type of activity most interested in" revealed 22% of the respondents (the highest frequency category) to be interested in such sedentary activities as chess or checkers. This is comparable to a 20% representation of those type people among the participants and 25% among the applicants. Other type interests were spread across a broad spectrum of activities for all three

categories (respondents, participants, and applicants). Relatedly, among respondents, 20% were interested in classes that heightened self-awareness or self-improvement (creative writing, weaving) compared to 30% for the participants and 12% among the applicants; there was no truly modal category with respect to this issue among the respondents. It is interesting to note that 72% of the respondents (85% of the participants and 62% of the applicants) were interested in auditing their classes.

In terms of their present living conditions, 65% of the respondents, 85% of the participants and 50% of the applicants owned their own home; this was the most typical pattern for all three categories. One person rented his house and another 25% of the respondents lived in an apartment, while only 10% of the participants engaged in apartment life. Relatedly, 59% of the respondents lived alone; this is comparable to 55% and 62%, respectively, among the participants and the applicants. With the percentages of those living alone somewhat over half, it is reasonable to assume that the program would be successful in supplying needed and wanted activities.

In summarizing the above information, it is possible to reflect on the typical person interested in the program (respondents). The same pattern generally held for those who were actually chosen to participate in the program (participants). They were between 66 and 75 years of age, widows, having one or two children, had at least some graduate level educational training and were receiving social security. These people tended to be Methodist in religious preference. Further, they were interested mainly in auditing courses which were reflective of wide ranges of interest. For the most part, they were home-owners and were a little more likely to live alone than with another person.

Chapter Two

Social-Psychological Aspects of the Study

Introduction

The social-psychological section of this report reflects the attempts made by the researchers to determine the relative adjustment and satisfaction both before and after the summer experience, of the retired adults participating in the program. The researchers administered the Purpose in Life scale, the Affect Balance Scale, and several semantic differentials that reflected attitudes of the retired adults toward other students on campus, the academic workload, their surrogate grandchildren, their professors and their roommates.

Both the retired adults and the surrogate grandchildren were required to keep a diary that contained a listing of impressionable activities during each week and persons with whom they were involved in these activities.

Purpose in Life

The Purpose in Life (PIL) Scale was developed by Crumbaugh and Maholick (Crumbaugh 1964) and was based on the research of Frankl (Frankl 1963, 1965, 1967, 1968). The scale is designed to measure "meaning" in one's life. Meaning is defined as "goals around which to integrate (one's) life." (Crumbaugh 1963:47). It is further defined as that which "gives direction to life and makes it understandable" (Crumbaugh 1963:43). The Purpose in Life (see Appendix A) inventory contains a twenty-item seven-point continuum ranging from a strong positive response through a neutral response to a strong negative response. The sum score for the twenty items has a possible range of 20 through 140.

> Typical items to be rated from 7 down to 1 are the following: "In life I have no goals or aims at all (1) --very clear goals and aims (7); I am a very irresponsible person (1) -- a very responsible person (7)." (Crumbaugh 1968:76).

The PIL Scale was administered as pre- and post-tests to the research subjects with eighteen of the twenty senior adults completing both tests. Upon analysis it was determined that there had been no significant change during the research period. A t-score of .0650 was calculated; however, significance was not found as a score of 2.110 was necessary at the .05 level. The mean score on the pre-test was 118.72 with a range of 100 to 134, whereas the mean score on the post-test was 118.56 with a range of 99 to 139. The distribution of these scores is contained in Table I.

The same instrument was also administered as a pre- and post-test to twenty-two surrogate grandchildren. The pre-test resulted in a mean score of 112.14 with a range of 80 to 126. The post-test resulted in a mean score of 113.95 with a range of 94 to 130. The results were not, statistically speaking significantly different with a t-score of -.6860 as a score of 2.080 is required at the .05 level. The distribution is found in Table II.

The pre-test means for the student group and the retired adults were used to determine a t-score of 1.7307 which was found to be insignificant with 39 degrees of freedom. A t-score of 1.2693 was calculated for the post-tests between the two groups. Hereagain, this t-score is not statistically significant with 39 degrees of freedom.

Although not statistically significant, the mean PIL score for the students did increase slightly while the mean PIL score for the retired group remained approximately the same. It should be noted that the pre-summer scores for each group are greater than the expected averages for similar groups. The average for college-age persons is 106*, whereas our group had a mean post-summer score of 113.95 and a mean pre-summer score of 112.14. The average for retired adults

*Acuff, Gene and Benjamin Gorman. "Emeritus Professors: The Effect of Professional Activity and Religion on 'Meaning'". Sociological Quarterly. 1968, 9, 112-116.

is 116*, while the mean post-summer score for the summer participants was 118.67 and the mean pre-summer score was 118.8.

It is clearly seen that the persons involved in this project, both the surrogate grandchildren and the retired adults, are above average in the sense of having fairly clearly defined purposes in life. Since they were above average before the summer experience it should not be expected that their eight-week experience would significantly alter their life's direction.

Psychological Well-being

Psychological well-being of the retired participant was measured using the Affect Balance Scale (see Appendix A) developed by Bradburn. (Moriwaki, 1974). This scale is made up of a Negative Affect Scale of five items and a Positive Affect Scale of five items. It is for purposes of measuring positive mental health variables as well as negative mental health variables. "The PAS was related to measures of social participation, sociability, and job status; while the NAS correlated with indices of worry, anxiety, and psychosomatic symptoms." (Moriwaki, p.74, 1974). Greater psychological well-being was displayed by those respondents who scored a surplus of positive over negative responses. Scores range from 0 to 10. Higher scores are reflective of greater psychological well being.

In a study by Moriwaki she found that a certain group of "normals" had a mean score of 8.27 whereas a certain group of psychiatric out-patients had a mean score of 4.25. (Moriwaki 1974).

The subjects in this research had a mean pre-score of 8.32 and a post-score mean of 8.63. These are higher than that mean score determined by Moriwaki for those persons considered "normal."

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*Acuff, Gene and Benjamin Gorman. "Emeritus Professors: The Effect of Professional Activity and Religion on 'Meaning'". Sociological Quarterly. 1968, 9, 112-116.

A t-score of .8603 was calculated using the pre- and post-mean scores. This t-score is not significant with 18 degrees of freedom. So, although we cannot say that mental health as measured by the Affect Balance was not significantly altered it did improve slightly. One phase of mental health is self-perception and the semantic differential attitude scale included in this paper does illustrate a significantly improved self-perception on the part of the retired adults. Perhaps the explanation for lack of greater increase is the fact that the pre-summer score was very high and not as likely to improve as a very low score might have. The distribution of scores on both the pre-and post-tests are found in Table III.

Perceptions of Age Groupings

A semantic differential scale (see Appendix A) was compiled consisting of 32 adjective pairs. These pairs are opposite words and are what might be considered desirable-undesirable attributes. Many of the words are those most often used in stereotyping age groups, e.g. old fashioned, liberal, selfish, idle, conservative, et cetera. The surrogate grandchildren were asked to complete both pre- and post-tests concerning their feelings toward older adults (see Appendix A), and the retired participants were asked to complete pre- and post-tests concerning their feelings toward young people and one toward self.

The young students attitudes toward the retired adults were significantly altered from the beginning to the end of the project. The t-score for the pairs was calculated to be 2.2513 which is significant at the .05 level. The mean score for the pre-test was 98.18 and the mean for the post-test was 88.14, with a lower score representing a more favorable attitude toward the group in question. The distribution of response scores is found in Table IV.

The feelings of the retired adults toward young people as found by use of the semantic differential were significantly changed from the beginning of the summer program to the end. The mean score for the pre-test was 83.25 whereas the mean score for the post-test was 70.15. The t-score was calculated to be 2.6943 and significant at .02. The distribution for this is found in Table V.

The feelings of the retired adults toward themselves was also significantly improved over the summer. The mean score on the pre-test was 81.3, whereas the mean score on the post-test was 70.3. A t-score of 2.5097 was calculated and is significant at the .05 level. This distribution is contained in Table VI.

These changes in attitude may be attributed to the intergenerational living experience with the exception of a possibly more favorable attitude which may be displayed with increased ability to use the research instrument. It had been the first experience of most of the respondents to use a semantic differential when the pre-summer test was administered. Since a semantic differential scale was included in the daily diary entries, it is reasonable to assume increased ability to use the instrument. However, we have no way of determining the degree of this effect.

It is believed that the summer experience allowed both the retired adults and young participants an opportunity to gain first-hand knowledge concerning the other age stratum. By experiencing interaction with those people about whom we have predetermined views we offer ourselves an apportunity to break down stereotypes or to reinforce them. In this instance it appears that these stereotypes by each stratum toward the other were indeed reduced (broken down, etc.). Attitudes of both groups toward the other were significantly altered toward more favorable attitudes as well as the attitudes of the retired adults toward self.

Attitude Change of Retired Adults Toward Selected Phenomena

The retired adult participants' diaries contained a weekly inventory which the respondents were asked to complete considering the past week's experiences (see Appendix A). Reactions to six experiences were measured using six semantic differential scales. These experiences included: (1) the professors with whom they had contact; (2) other students; (3) academic work; (4) experiences with surrogate grandchildren; (5) the roommate; and (6) the university community in general. The response scores for each individual for each category are included in Tables VII, VIII, IX, X, XI, and XII, respectively.

Means were determined for each individual for the first two weeks and the last two weeks of the project. These means were then used to determine t-scores for each of the six variables. As the t-test is primarily designed for use on longitudinal data, this statistic was chosen to test for any significant differences between the designated values of responses during the first two weeks and again during the last two weeks. Results are as follows:

Attitudes of the retired adults toward other students: A t-score of 2.6085 was calculated which is significant at the .02 level with 26 degrees of freedom. This variable was measured using a three-item semantic differential on a seven-point continuum. It was clearly illustrated that the attitudes of the aged participants were significantly altered toward other students during the summer experience with the aged expressing more favorable views at the end of the project.

Attitudes of the retired adults toward academic work: A t-score of .9082 was calculated which is not significant. With twenty-six degrees of freedom a t-score of 2.056 is required at the .05 level. This variable was also measured using a three-item semantic differential. (Therefore, it can be concluded that during the summer experience attitudes toward academic work did not change

significantly. It should be noted that the group felt quite favorably toward academic work at the beginning of the project which implies little room for improvement.)

Attitudes of the retired adults toward the surrogates: A t-score of .8574 was calculated which is not significant. With twenty-eight degrees of freedom a t-score of 2.048 is required at the .05 level. A six-item semantic differential scale was used to measure the retired adult's attitudes toward the surrogates, but no change in attitude was found over the eight-week project. On this point, however, it might be wise to consider the results of the semantic differential administered to retired adult participants measuring their attitudes toward young people in general. A significant change was noted. This change may have been a result of involvement with students other than the surrogates.

Attitudes of the retired adult toward professors: A t-score of .6752 was calculated which is not significant. With thirty degrees of freedom a t-score of 2.042 is required at the .05 level. A three-item semantic differential scale was used to measure the attitudes of the retired adult toward those professors whom they had experienced in class.

Attitudes of retired adults toward roommates: A t-score of 1.8625 was calculated which is not significant at the .05 level with eighteen degrees of freedom. It was, however, found to be significant at the .10 level indicating greater adaptation or acceptance toward roommates as the eight weeks progressed. One of the retired participants had a private room, and four were married and sharing a room with their respective spouses. In these cases, attitudes toward the roommate were generally not recorded.

Attitudes of retired adult participants toward the university in general: Using a six-item semantic differential the attitudes of the retired adult participants toward the university in general (living, recreational and health facilities,

food, acquaintances, et cetera) were measured. A t-score of 2.9971 was calculated and is significant at the .01 level with twenty-eight degrees of freedom. A generally more favorable attitude toward the university was developed from the beginning of the eight-week project to the end.

Section Summary

The participants in the project have reflected a sense of belonging, of involvement, and most importantly a sense of satisfaction with life. The effects of the project are perhaps best reflected in the following quotes which are not uncommon from the diaries of other participants:

> "Dear Diary, I shall never forget my experiences at Oklahoma State University...I'm praying that this project will open the way for all Senior Citizens who desire to continue their education...I'm forever grateful...for this privilege." [L. Davis]

and

> "This has been one of [of the] highlights of my life and I'm so thankful. My hopes and dreams for the future have been opened up for me and given me something to strive for. I'm sure there are many of my age [who] need the help I've received through this program. I will pray the 'Intergenerational Program' can continue. It will open the doors for those of us who want to remain mentally alert, hopefully till death." [B. Neal]

One participant offered the following quote from a July, 1975 issue of the Daily O'Collegian book review of "The Woman Alone" (by Patricia O'Brien, 1970):

> "But then too, there is a growing number of women who live alone, not by choice but by chance. Divorce, abandonment and widowhood daily force women into a way of life for which they are ill-prepared."

The project participant, Oteka Campbell, responded to this by saying, "I think you [the Intergenerational Project] are challenging this very problem."

The participants all expressed favorable attitudes toward the project, its goals, and their hopes for its future continuation.

Surrogate's Perceived Value of Interaction with Retired Adult

Surrogate Diaries

In the daily records kept by the surrogate grandchildren a semantic differential was provided so that the surrogates could rate the value of their interactions with their grandparents each day. The semantic differential included six adjectives with which to describe the relationship ranging from the positive to the negative emphasis with seven intermediate points. Possible scores ranged from six to 42, more positive to more negative, respectively. (See Appendix A) Means of these scores were calculated for each week over the eight-week period. These means for each surrogate can be found in Table XIII.

As the t-test is primarily designed for use on longitudinal data, this statistic was chosen to test for any significant difference between the designated value of the relationship during the first two weeks and again during the last two weeks. The overall mean for the first two weeks was 11.58 and the last two weeks was 10.68. The difference was found to be significant at the .05 level. This means that the perceived value of the relationship significantly improved over the eight-week period. In other words, the surrogates felt that more communication, understanding, and meaning was found in their interactions with the "grandparents" at the end of the project than at the beginning.

Amount of Time Spent with Retired Adult

Also recorded in the surrogates' daily diaries were approximations of time spent with the grandparent, what activities they participated in, and other persons involved in these activities. The average times spent each week was 5 hours and 40 minutes. It can be seen from in Figure I that the time spent decreased slightly as time progressed. Perhaps it was due to the newness of the situation wearing off or the increased difficulty of the surrogates and the retired adults coordinating their schedules.

In reference to activities, 78% of them could only be categorized as retired adult-surrogate activities in general, which includes talking, having lunch, recreation, etc. About 5% of the total activities involved the total inter-generational group such as meetings and picnics. Another approximately 3% were initiated by the research team and still another 13% were class (either the surrogate's or the retired adult's) related activities. (Refer to Figure II.)

In many of the retired adult-surrogate interactions other people were present. As can be seen in Figure III, throughout the eight-week period less and less people were involved with the surrogate and the retired adult. During the whole period of time more retired adults accompanied the pairs than did other surrogates. This was understandable as the retired adults were in closer proximity with each other and had developed closer ties than did the surrogates.

Impressionable Activities of Retired Adults

Daily Inventory:

The retired adult participants were asked to record in their diaries any activity they participated in during the day that was impressionable to them in either a positive or negative way (see Appendix A). They were then asked to rate on a scale from one to four, highly favorable to highly unfavorable, their reactions or impressions of this activity. As a rule, most of the participants were favorable or highly favorably impressed.

The activities that the retired adults recorded were then categorized by the research team so that a summary could be made of type of activities that they participated in. The activities were placed into seven general categories: 1) the intergenerational group activities, such as meetings, picnics, et cetera; 2) class related activities, such as reading in the library, doing homework, et cetera; 3) research group initiated, such as newspaper interviews, meetings,

et cetera; 4) surrogate related activities, activities involving the surrogates; 5) university activities, such as plays, movies, et cetera; 6) self or fellow retired adult initiated activities, such as having lunch together, going for walks, et cetera; 7) other activities that would not fit into any of the previous categories.

A percent breakdown of recorded activities can be seen in Figure IV. As is shown, the most frequent activity was initiated by self or another fellow aged person. As most of the retired adults were involved in several hours of classes and seemed very enthusiastic about this auditing, it is not surprising that many of their impressionable activities were class related. And of course many hours were spent with the surrogate grandchildren.

Along with keeping a record of activities during the day, the retired participants were asked to identify the people who were involved with them in these activities. As can be seen in Figure V approximately 77% of the people involved were new acquaintances. This high percentage shows how adaptable these elderly persons actually were. Although the overall percentage is rather low for activities with roommates, this occurrence might be explained by the fact that spouses were not mentioned or considered as roommates and many of the people did not desire roommates. Also the fact that they were reporting impressionable activities would suggest that activities with roommates might begin to be defined as routine.

Due to the important part that faculty and classes played in the activities of the retired participants, 4.2% of the total activities were unidentified persons, which did include many students. Overall the retired participants were involved with many different kinds of activities and with many varied individuals.

Summary and Conclusions

Guidelines or suggestions for future projects are listed in the following pages with emphasis on extractions from the retired participants' diaries and the surrogates' diaries. Considering this phase of the research, suggestions for the future are quite general and would be applicable regardless of school term (summer or regular term). The only other point considered to be of particular importance is the fact that several of the retired adult participants indicated that a session longer than eight weeks would be too physically tiring for an aged person. Therefore, it is recommended that this program, if adopted, be only for summer terms. Also, by only being a summer project, winter health problems peculiar to retired and aging adults would not have to be dealt with. Winter climatic conditions would also be particularly hazardous as some participants would not even go out in the rain because of the wet surfaces and complications which might result from a fall.

The participants enjoyed keeping diaries of their daily activities and thoughts indicating that this would provide something for them to read in the future, "reliving" these exciting weeks and recalling their going or returning to college. It is suggested that diaries may be an important point to consider in future projects even though contents may not be desired for research analysis in these future projects.

For long-term or permanent programs greater feedback would be desired. Preferably this would be every several weeks to detect any problems and afford an opportunity to correct these difficulties before they reach exaggerated proportions. Useful in this endeavor would be the 32-item semantic differential and/or affect balance scale.

The diary-method is not feasible for research involving large numbers of participants because of the required people-hours for reading each. It is

doubtful if close tabulation would even be necessary in permanent or long-term projects and problems, as mentioned earlier, might be detected early in the program through other tests. Also problems might be earlier detected if the services of a counselor were utilized to handle difficulties encountered in any phase of campus life.

Recommendations

The diaries kept by the retired participants offered many suggestions for future programs of this type. The most frequently mentioned of these suggestions are listed below:

(1) More social activities - especially in the evenings.
(2) A map of the campus community with large print which the elderly could more easily read. Also, it is helpful if campus buildings are clearly marked on all sides.
(3) A tour of the new environment very early in the program.
(4) A physical fitness program for elderly participants and a nutrition program.
(5) Publicity: It helps acceptance of aged by others.
(6) Avoid labelling "grandparent" and "grandchild," better to be "friends."
(7) Increased contact with research group.
(8) Advisor or counselor to assist with interpersonal problems, intrapersonal problems, and class scheduling, et cetera.
(9) A general meeting to share from experiences during the week -- experiences in class as well as outside class.
(10) A phone directory of all participants including research members was very helpful especially when trying to solve problems.
(11) Participants should be physically capable of dealing with the walking requirements on a college campus.
(12) Special lectures directed toward the aged and with matters generally unique to the aged.
(13) Familiarize participants with programs especially for the elderly.
(14) Place roommates based on current lifestyles, locale of home, and such physical factors as room temperature. Also extra-activities in common would be a bonding force.
(15) Inform local churches about the program - special transportation arrangement might be possible.
(16) A greater number of people (aged) participating was recommended by participants.
(17) Involve people from other states.
(18) Bathtubs rather than showers.
(19) Lavatory in room.
(20) Elderly should be in a building adapted for the handicapped with ramps, etc. for ease in mobility.
(21) Railing in showers and scales for weighing.
(22) A bus service on campus.

The diaries kept by the surrogates offered many suggestions for future programs of this type:

(1) Avoid labelling "grandchild" and "grandparent." It was felt that this placed the younger people in a subservient role lending to age separation rather than integration of age groups.
(2) Publicity was helpful for acceptance.
(3) Avoid emphasizing time requirement for surrogates to spend with aged. This apparently put a strain on the relationship.
(4) Aged participants should be encouraged to contact the students rather than waiting for the students to always make the initial contact.
(5) More social activities would be helpful.
(6) Avoid assigning a particular young person with a particular retired person. It is believed the program would offer more thorough interaction if not "tied" to a specific other.
(7) Students involved in the project should not have unduly heavy schedules which would interfere with more spontaneous interaction.

Chapter Three

Existing University Housing and Alternatives

Introduction

An important factor in the success of Project Intergenerational Living (PIL), was the suitability and comfort of the housing for the retired participants. The basic needs of shelter and food, both provided by university housing, could contribute greatly to the pleasure or displeasure of the participants with the total program. The purposes of the housing study were to:

1) Evaluate the satisfaction of the participants with their present campus housing,
2) determine their housing preferences for a future program,
3) determine factors which might affect the degree of satisfaction and preferences.

Methods

Data Collection

In order to achieve the three objectives of the housing study, it was necessary to question the retired participants. For the first and second objectives, determining housing satisfaction and preference, a questionnaire was developed to be administered at the end of the participants stay in the residence hall. The questionnaire consisted of seventy-nine fixed alternative questions and three open-ended questions. A copy of the questionnaire is included in Appendix A. Several areas were included in the questionnaire concerning housing satisfaction.

The questions for the housing questionnaire and interview were developed from two sources. Literature on housing and the needs of the elderly were

reviewed, including questionnaires used in former housing studies. These questionnaires included both housing satisfaction of the elderly and of students in residence halls. The second source of questions was the research team. Personal experience in the residence hall and observations of the elderly participants were a good source for question development.

The third objective, that of determining possible reasons for preferences for housing and levels of satisfaction, was analyzed by comparing two sets of data to the housing questionnaire.

The first set of data consisted of information about the housing of the participants before attending the PIL. These data were collected in informal interviews with each of the participants. Open-ended questions were asked concerning the present housing including eating facilities, cleaning, activities, transportation, and community. Questions were also asked about past housing experiences, including the number of times moved and the types of housing lived in. These interviews lasted from one half hour to an hour, depending on the amount of information the participants had to give. These interviews were not only for the purpose of data collection, but also served as a way to get to talk to the elderly participants to make them feel at home in PIL and feel cared for by the researchers.

The second source of data used to explain preferences and satisfaction was available demographic data. These data were collected from the applications for participation and the demographic instrument developed by the researchers dealing with the social and psychological effects of the program on the participants.

Data Analysis

The data were analyzed using percentages and frequencies to determine the extent of satisfaction of the group and the general trend of housing preference.

The demographic and housing background data were correlated to the housing satisfaction and preference data.

Description of Housing

The elderly participants in PIL were housed in a modern high-rise residence hall complex. The complex was located on the west end of campus, about a fifteen minute walk for the elderly to the center of campus and a twenty-tive minute walk to the east edge of campus. The complex consisted of two twelve story halls with a central Mezzanine, lounge and cafeteria areas. The two Halls were segregated by sex of the dwellers, except for mixed groups such as the PIL and conference groups. The twenty PIL members were housed in the men's Hall on the fourth floor.

The fourth floor included 32 bedrooms, arranged along two long halls, surrounding a core area containing an elevator lobby, a floor lounge, and two large complete bathrooms. Cleaning closets were also in the core area. The participants occupied twelve rooms, all along the north hall. The four men without spouses with them occupied two rooms, and next to them were two rooms with married couples. The remainder of the rooms were occupied either singly or doubly by the women participants.

The rooms were approximately ten by twenty feet, with a large window on the north wall. The storage was all built in, and consisted of two six foot closets with two dressers between them. Cabinet space was provided above the closets for luggage storage. The twin beds were arranged against the walls with the two study desks in between. Fluorescent lighting was included over the beds, desks, and dressers; and there was an incandescent overhead light. The room colors included light yellow (three rooms), light green (two rooms), light blue (two rooms), bright yellow (one room), and royal blue (four rooms).

There were two central bathrooms, one for the men and one for the women. The men's bathroom was located across the hall from their rooms and the married couple's rooms. The women's bathroom was at the other end of the hall, so that the women had to walk down the hall to use it. Included in the bathroom were several sinks, four toilets in stalls, a shampoo sink with a hose, and three showers. An air blowing hand dryer was provided. The participants furnished their own soap and towels. The showers had ceramic tile walls and floors and had lights in each stall. There was also a dressing space with a seat connected to each shower.

The floor lounge was furnished with three sofas, two of which had been acquired by the young students living on the floor during the regular school year. These sofas were not in very good condition. Also included were two work tables with four chairs.

The elevator lobby included three elevators, and a set of stairs at each end of the hall provided the fire escape.

Findings Concerning Housing Satisfaction

The seven general subject headings for housing satisfaction will be discussed separately. General trends will be noted and specific problems will be explained.

Dining Facilities

The participants were questioned about several aspects of dining. The majority felt that the food was of good quality and variety. The special dietary needs of the elderly were met for everyone, except one man. His comment was that the desserts were too sweet for his low carbohydrate diet. The hours of the cafeteria were convenient most of the time for the participants, and they found that if they ate early in the evening, they did not have to wait in

a long tiring line. Most rarely felt rushed to select their food. The noise level of the cafeteria was satisfactory to the majority and pleasant to some (30%).

Cleaning and Maintenance

The cleanliness of the Residence Hall was generally accepted by the participants. The main area which they felt was not kept clean enough was the elevator. Students tended to throw wrappers and cans down in it and these were not cleaned up on weekends.

The condition of the rooms was considered good or fair, and repairs were made quickly or within a reasonable period of time. The lounge was not as satisfactory to the participants. Three (15%) considered its condition excellent, ten (50%) thought it was good, and seven (35%) considered it fair. Ill repair of furnishings, a broken television, and poor lighting were listed as problems. Along with the general condition of the lounge, the furnishings were also the subject of questions. The participants were asked about the comfort of the furniture. One of the twenty (5%) found it very comfortable. Twelve (60%) thought it was somewhat comfortable. Thirty percent (six participants) felt the furniture was somewhat uncomfortable, and one (5%) felt it was very uncomfortable. When asked about the suitability of the type of furnishings, two participants (10%) responded that they were very suitable. Eleven (55%) listed them as adequate, six participants (30%) called the furniture inadequate, and one (5%) called it unsuitable. One comment was that there was not enough seating for meeting of the group, and another comment was that the sofas were too soft, and therefore hard to get out of. As for the lighting in the lounge, twenty percent (four participants) felt it was

excellent, fourteen (70%) said it was good, one (5%) called it fair, and one (5%) called it poor. In general the lounge was considered less than satisfactory.

The elderly participants were expected to clean their rooms. They generally agreed that their cleaning supplies were adequate, available most of the time, and cleaning the room was easy.

Residence Hall (overall)

The residence hall personnel were judged as friendly and helpful most of the time. The rules in the residence hall were adequate to 75% (15 of the participants), but too few to 20% (4 of the participants). Complaints were mostly about noisy neighbors late at night and littering in the elevators. The behavior of the younger students was called either very good or acceptable by the elderly.

Room

The participants' rooms played an important part in their housing. This is where they slept, studied, relaxed, and entertained quests, as well as stored their belongings. The rooms were found to be satisfactory to most of the participants as far as size, comfort, privacy, storage space, furniture arrangement, and color. The noise level for studying was satisfactory. However, one participant had to move to be able to sleep, as the air conditioner blower noise kept her awake. The others rarely had trouble sleeping due to noise.

The air conditioning system presented the major problem to the elderly. While they did not feel that it was drafty, the temperature was the subject of several complaints. The air conditioning system was regulated by one thermostat in one of the rooms. Twenty-five percent (five participants)

said the room was too cold. Fifty-five percent (eleven participants) said it was just fine, ten percent (two participants) said it was too hot, and ten percent (two participants) said it was either too hot or too cold most of the time. A total of nine participants (45%) were displeased with the temperature. Several participants placed plastic bags over the vents to keep one half of the air conditioning out. One participant had it turned off completely.

The satisfaction with the color of the rooms varied considerably. Nine participants (45%) responded that the color was pleasing, and eleven (55%) found it satisfactory. None thought it was unsatisfactory or offensive. Of those who found their rooms pleasing, two were in a light green room, one participants room was bright yellow, two had royal blue rooms, and one was in a light yellow room. Of the eleven who found their rooms satisfactory in color, four of these lived in royal blue rooms, five in light yellow rooms, and two in a light green room. Royal blue and light yellow were not as popular as the other colors.

Bathroom

Studies have shown that the elderly have special needs for bathing facilities that are safe and easy to use. Using the toilets, hand dryers, shampoo sink, and lavatories were judged as easy or not difficult by the participants. The showers were met with mixed reactions. Operating the shower faucet was termed easy by four (30%), not difficult by nine (45%), difficult by four (20%), and very difficult by one (5%). One comment made by the one participant, in her eighties, was that she could not turn the handle at all, therefore had to have someone do it for her. The safety of the showers was called excellent by three participants (15%), good by thirteen (65%), and fair by four (20%).

Regulating the temperature of the shower was easy for four participants (20%). Fourteen (70%) called it not difficult, and two (10%) called it difficult.

Safety

The feeling of safety in the residence hall was another factor influencing the overall satisfaction of the participants with the housing. It was found that the participants felt the fire and tornado safety precautions were good, but seven (35%) responded that it would be hard or impossible for them to go down the stairs quickly in case of fire. The possibility of physical attack in the residence hall was considered "not very likely" by 80%, but theft was thought somewhat likely by most of the elderly. The safety of the elevators drew mixed responses. The doors tended to close rather quickly, according to one comment. Five participants (25%) said the safety of the elevators was very satisfactory. Twelve (60%) said it was satisfactory, two (10%) said it was unsatisfactory, and one (5%) called it very unsatisfactory.

Conclusions

The elderly participants' overall satisfaction with living in the residence hall for the eight weeks was very good. They considered almost all the facilities satisfactory or adequate. The major problem areas were the lounge and the showers.

Housing Preference

The second area of questioning of the participants was that of housing preferences. The participants were given five housing choices to rank in order of preference for a permanent Project Intergenerational Living. These choices:

A small apartment with kitchen
A living suite (sitting room and bedroom) with dining in the cafeteria
A room with a small mobile kitchen (small refrigerator, 2 burner stove, broiler oven, storage, all on wheels)

A bedroom with a kitchen in the lounge and dining in cafeteria
A bedroom with dining in the cafeteria

The small apartment and the living suite both received six responses as first choice. The bedroom with dining in the cafeteria received seven first rankings.

The roommate preference was also divided. Nine (45%) preferred single rooms, four (20%) preferred a room with a roommate, and seven (35%) said they would enjoy living with their spouses. The preference for the location of the senior citizen floor was divided 50% for an upper floor, and 50% for a lower floor. Seventy percent liked the separated floor for senior citizens. Fifteen percent felt that men and women should live on separate floors. Thirty-five percent felt that the location of the hall should be in the center of campus, and sixty-five percent liked the hall located on the edge of campus.

Included in the housing preference were several questions on bathroom preference. Ten of the twenty preferred to have full private bath facilities for each room. Five (25%) listed a half bath (sink and toilet) in each room as first choice. Three (15%) ranked sink only in the room as first choice, and two (10%) preferred the central bathroom facility. Concerning showers, 85% (seventeen participants) said they would feel safer if the floors of the showers had a rough textured surface. Sixty-five percent would like a shower with a seat as much or more so than a bathtub.

When asked "what would be ideal housing conditions for a permanent Project Intergenerational Living", several comments were made repeatedly. Consolidating these comments resulted in the following specifications. The elderly should have a separate dormitory centrally located on campus. Each participant or married couple should have a one or two bedroom apartment, and cafeteria for group dining should be included. There should be a laundry room and a lounge area

for meetings of the group. Patios and gardens outside each of the units, all on the ground floor, would be nice. Each unit should be carpeted, and have individually controlled air conditioning. The bathroom should have a "telephone" type shower attachment, and a grab-bar in the shower stall. Cable television should be available. A sofa-bed should be provided in each apartment so that the participants could have overnight guests, and a recliner for relaxing. Storage for out-of-season items would be necessary. There should be maid service available, and transportation to shopping areas, both at extra expense. The housing expense would be paid for by the participants, and the program should be geared toward the recently retired who would enjoy auditing the classes and would find walking around on campus rather easy. More people should be included in the group, including "exchange" people from other states.

Housing Characteristics of the Participants

The elderly participants in Project Intergenerational Living adapted very well to living in the Residence Hall. The housing environment that these elderly were used to affected their ability to adapt to the new housing environment. The housing interviews were the source of information concerning permanent housing. The questions were asked to obtain general trends of characteristics in the group and to explain, in a limited way, reasons for preferences for housing.

Community

It was found that fifty percent of the participants resided in large cities of over 50,000 population. Thirty-five percent came from medium size cities (10,000-49,000) and fifteen percent lived in small towns or rural areas. Fifty percent had a predominantly urban housing background while 25% had a rural past, and 25% had lived about half their lives in the city and half in the country. All had moved at least three times in their lives, and seventy-five percent had

moved at least six times. The average length of stay for each move was about ten years.

Housing Tenure

Eighty percent of the elderly participants were home owners while twenty percent were renters. Fifty percent had lived in their homes ten years or less while the other fifty percent ranged up to more than thirty years in the same residence. Fifty percent of the group (all women) lived alone. This would explain why single rooms were preferred to rooms with roommates. The reason was that after being widowed and living alone for ten years, it was hard to live in one room with someone else. Ninety-five percent of the group had lived in multiple family housing of some type before, either a dormitory, rooming house, or apartment.

Existing Housing and Related Activities of Participants

The average type of housing lived in by these participants was a single story, three bedroom, single family house. The mean age of the home was ten years, but the range in age of the homes was from one year to over sixty years.

When at home ninety percent cooked for themselves or the spouse did the cooking. This would explain the popularity of the cafeteria. Since one half of the participants lived alone, they would have to cook for one, which is very hard to do and achieve variety in the diet. Eating alone is also lonely, so cafeteria dining is a better solution. One of the participants who responded that she did not cook, remarked that she just snacked as she got hungry. From a nutritional standpoint, this would be less than favorable.

The elderly participants were very active in many clubs and church activities while at home. Eighty percent were either active in their churches, or attended regularly. Sixty percent belonged to two or more groups for retirees, and forty percent participated in education for senior citizens. The

participants would have to break their ties with the groups they were affiliated with in order to join a permanent PIL.

Six of the participants (30%) owned pets. Two of these six returned home often to check on these animals, and one couple had their pet kenneled for the eight week period. The other two participants' pets were cared for by other family members while the participant was away. Provisions for pets would have to be a part of housing for a permanent PIL.

The participants also enjoyed traveling. Thirty-five percent traveled monthly, fifteen percent traveled more than three times a year and forty per cent traveled at least once a year. Because of this amount of travel, a permanent PIL would have to be flexible enough to allow participants to leave for extended periods of time.

Recommendations

From the results of the questionnaires and interviews, it was concluded that several changes should be made for the housing to meet the needs of the elderly. If sufficient funds were available, conversion of dormitory rooms into apartments or living suites would be desirable for permanent residences. If this would be too expensive, several basic changes should be made to make the the housing more suitable. The residents should be housed on a lower floor of the residence so that escape from fire can be insured. The participants should have single rooms, with larger rooms for married couples. Private bathrooms should adjoin each room or be made available for every two rooms together. In the bathrooms, the showers should have a seat, grab bars, and a rough standing surface. Carpeted rooms would be easy to maintain, and would lessen the chances of falls on slippery tile. Beds should be on rollers for ease of mobility for making and cleaning around. The air conditioning temperature and draft

should be capable of being controlled by the individual. The lounge area should be suited to the elderly with good lighting and furniture that is easy to sit in and rise from. Adequate seating for the entire group should be provided for group meetings. Guests should be allowed to stay in other rooms on the senior citizen floor, at minimum expense.

It is not recommended that a permenent residence project be established with housing such as is available at OSU. For those participants who do not get out on campus and attend classes, the small residence hall room can be confining. If only minimum changes can be made, for a summer eight week program these basic necessary changes should be made. The air conditioning must be regulated for the sake of the health of the participants. More seating is needed in the lounge area, even if it is provided by folding chairs. The shower facilities must have rough standing surfaces and grab bars. The faucets must be easy to operate. Rooms with sinks in them (such as are provided in some older dormitories on the OSU campus) would be preferable.

Chapter Four

The University Community

Introduction

A portion of the project was devoted to a study of the affects of the summer program on the University community and on the ability, and willingness, of the University to integrate new groups of people in to the University. In order to accomplish this goal, twenty-one members of the faculty and nineteen members of the administration were contacted and subsequently interviewed. The purpose of these interviews was two fold. The interviews were used to provide information about the individual's personal feelings towards a program of this nature and to get some idea of the degree to which these individuals felt that the retirees should be integrated into the University community. In addition, the interviews provided information concerning problems that would be created for the individuals division by the implementation of such a program on an ongoing basis. The members of the administration interviewed included the Vice President for Academic Affairs and his assistant, the Vice President for Student Affairs and his assistant, the Vice President for Business and Finance, the Vice President for University relations, the Director of University Extension, the University Architect, the Director of Single Student Housing and his assistant, the Director of the Student Union, the Director of the University Clinic, the Registrar and his assistant, the Assistant Director of the H.P.E.R. center, the Area Coordinator for the Kerr-Drummond dormitory complex, the Head Resident for Kerr Hall, the Director of the Student Union Activity Board, and the Program Director for the Residence Halls Association. Members of the faculty who had retired persons enrolled in, or auditing their classes were also interviewed.

Methods

The interviews with the administrative personnel were centered around the impact of the summer program on their departments and on possible problems that might be encountered if an ongoing program were initiated. A set of eleven questions was drawn up and was used to conduct the interviews (see Appendix A). Of the eleven questions, six dealt with the impact of the program on the individual's department. The remaining five questions dealt with the individuals personal feelings towards the program.

The interviews with the faculty members centered around the impact of the program on the classroom and on possible problems that might exist should an ongoing program be initiated. A set of seven questions was drawn up and was used to conduct the interviews (see Appendix A). Of the seven questions, five dealt with the impact of the program on the classroom. The remaining two dealt with the instructor's personal feelings towards the program.

In addition to being interviewed, each individual was asked to fill out a questionnaire. The questionnaires were drawn up in an attempt to more fully understand the individuals personal feelings towards the elderly. Also, the questionnaires were designed to help in determining the degree to which these individuals felt that the elderly should be integrated into the University community (see Appendix A). Each respondent was first asked to provide certain information concerning his work at the University. Then, using a modified Bogardus Scale, five questions were drawn up dealing with housing, facilities and services, activities, enrollments and personal involvement with the program's participants. The Bogardus Scale was used to measure the degree to which each respondent felt that the retirees should be integrated into the University community. A Semantic Differential Scale was constructed and used

in an attempt to determine each respondent's attitudes towards the elderly. In addition, the questionnaire administered to the faculty members contained two open ended essay type questions dealing with the impact of the elderly on their classes.

A third questionnaire was drawn up and administered to students (see Appendix A). The students responding to the questionnaire were all enrolled in classes being attended by elderly persons. A total of one hundred and thirty-five students in seven classes responded to the questionnaire. The purpose of these questionnaires is basically the same as those administered to the members of the faculty and the administration, that being an attempt to determine the degree to which the students felt that the elderly should be integrated into the University and in better determining the attitudes of the students towards the elderly. Each respondent was first asked to provide certain background information about himself. Then the students were asked to answer the five questions dealing with housing, facilities and services, activities, enrollments and personal involvement with the program's participants. The two open ended essay type questions dealing with the impact of the elderly on the classroom were included. Also, a Semantic Differential Scale was constructed to help in determining their attitudes towards the elderly in the classroom.

Findings

Before evaluating the results of the interviews and questionnaires it is necessary to re-emphasize the overall goals of the project because all of the information gathered during this phase of the project was used in evaluating the feasibility of achieving these goals.

The primary objective of this project was to investigate an alternative living environment in which the elderly might be housed. The university setting

was selected because of its ability to meet the needs of the elderly in a relatively compact geographic area. Besides meeting the physical needs of the elderly (i.e. housing, nutrition, health care, etc.), the university community has the potential to meet many of the emotional needs of the elderly through increased interaction with people of ages and backgrounds different form their own. However, unless the members of the community, as it now exists, are willing to accept the members of the new group into their community any project of this nature is doomed to failure. In addition, for an individual, or group of individuals to be truly integrated into the community they must be willing, and permitted, to contribute something to that community. Otherwise they become nothing more than parasites living off the resources of the community. This is not desirable either from the standpoint of the community or of the individuals being introduced into it.

For a program of this nature to be successfully implemented in a university setting or any setting for that matter, two things must be achieved within that community. First, any structural barriers that will hinder the implementation of the program (i.e. regulations restricting the use of public property) must be identified and, if possible, overcome. Secondly, the members of the existing community must express a willingness to accept newcomers into their community on an equal ground with the existing members of the community. The instruments used in this phase of the project were designed to provide information about these two areas.

The Administracion and Project Intergenerational Living

In dealing with the affects of the program on the individual's division, it was found that there was only one structural barrier to the implementation of the program. The University Infirmary is currently unable to process

Medicare claims. This means that any person seen at the infirmary must either have another form of health insurance or pay in cash for the cost of the treatment. This was the only department of those contacted that would experience any difficulty in accommodating the elderly on the campus. All of the other departments contacted indicated that they would be able to extend their services to the elderly with very little difficulty. None of the administrators anticipated any increase in their departmental budgets with the implementation of a program of this nature. In addition, most of the administrators felt that they would not need to change the operation of their departments in order to accommodate the program.

In discussing their personal feelings towards a program of this nature, the majority of administrators contacted indicated a willingness to accept a program of this type onto the University campus if the program were approved by the necessary people. It should now be pointed out, as it was over and over again by administrators, that the final approval for any program of this nature to be initiated on the Oklahoma State University campus on an ongoing basis must come from the State Board of Regents for Higher Education. Although most of the administrators indicated a willingness to accept a program of this nature onto the campus, only one of them indicated a willingness to work actively for the implementation of such a program. This individual felt that a program of this nature could become permanent on the University campus and he suggested that a more intensive study be conducted in order to determine need.

The Faculty and Project Intergenerational Living

In talking with the members of the faculty about the impact of the elderly on their classes, it was found that most of the faculty members felt that the elderly could make a positive contribution to the learning process by using the

knowledge and experience that they had gained during their lives. By using this knowledge in the classroom, the students would be able to view their courses form another perspective, that of experience. Many faculty members cited their experiences with the participants of the summer program as examples of the contributions that the elderly can make to the learning process. One member of the faculty stated, "There would probably be a good impact (in the classroom) because they give their views on social structure and how things have changed in society today. The elderly would be good for classroom interaction and discussion." The members of the faculty were asked if they felt that special classes should be set up for the elderly. The majority of them felt that this would not be desirable.

In discussing their personal feelings towards a program of this nature, the majority of faculty members indicated, as had the administrators, a willingness to accept the elderly into the University community. However, none of the faculty members indicated a willingness to work actively for a program of this type on an ongoing basis.

One question that was asked of both the faculty and administrators was: "Given that the primary function of the University is education, what are your feelings about a University sponsored program whose primary function is to provide an alternative living environment of which education is only a part." The response to this question was almost unanimous, and that response was that the primary function of the University is education and that a program of this nature would have to be justified within an educational framework in order to be acceptable.

The questionnaires were used to determine the degree to which the individuals felt that the elderly should be integrated into the University community.

In addition, they were used in an attempt to try and determine the individual's personal attitudes towards the elderly. The questionnaire was broken down into two parts. The first part of the questionnaire was based on a Bogardus Scale and was used to determine the degree to which the individuals felt that the elderly should be integrated into the University community. The second part of the questionnaire was a Semantic Differential Scale and was used to try to determine the individual's personal feelings towards the elderly. The questionnaire administered to the faculty members contained two essay type questions dealing with the impact of the elderly in the classroom.

The five questions in the first part of the questionnaire were used to find out to what extent the members of the faculty and the administration would integrate the elderly into the University community if they were allowed to set up the program. Refer to Tables XIV through XVIII in Appendix B. In the first question dealing with housing, 52.8% of the individuals responding to the questionnaire felt that the elderly should be housed separately from the students, with 26.4% feeling that the elderly should be housed in dormitories with students, but on a separate floor, and 26.4% feeling that the elderly should be housed in a separate dormitory. Only 26.4% of the individuals responding felt that the elderly should be housed in close proximity with the students (same floor or same room). In the question dealing with services and facilities, 41.2% of the respondents felt that the elderly should have access to all of the services and facilities made available by the University, but that they should pay the full student fees for the use of them. Also, 41.2% of the respondents felt that the elderly should be able to use all of the services and facilities made available by the University, but that they should not have to pay the full student fees for them. 91.2% of the respondents felt that the

elderly should be allowed to participate in all of the activities sponsored by the University. On the question dealing with free audits for retired persons, 82.3% of the respondents felt that this was a desirable policy. The last question in this part of the questionnaire dealt with the respondents personal involvement with the elderly. In answering this question, 88.1% of the respondents indicated that they would at least make an effort to acquaint themselves with the elderly persons involved in a program of this nature.

The second part of the questionnaire, the semantic differential scale, was evaluated by the use of a mean score for the total group, for the faculty and for the administration. Of the thirty-five persons responding to the questionnaire, twenty-nine completed the second part. The results were evaluated on a scale from one to seven, with one being the most positive and seven being the most negative. A score of four on the scale would indicate a neutral attitude by the respondent. The mean score for the total group was 3.42, with a range from 2.21 to 4.56. The mean for the administrative personnel was 3.72 with a range from 2.84 to 4.34. The faculty-administration scores indicate a slightly positive attitude towards the elderly, with the faculty being the more positive of the two.

The faculty questionnaire contained two essay type questions dealing with the elderly in the classroom. The faculty members were asked if the presence of the elderly in the classroom might hinder or otherwise slow the class down. The majority of faculty members indicated that this would not be the case.

The questionnaires administered to the students were very similar to those administered to the members of the faculty and administration. The first part was based on the Bogardus Scale. The second part of the questionnaire was a

Semantic Differential Scale and it was used in determining the impact of the elderly in the classroom. Two essay type questions dealing with the impact of the elderly in the classroom were also included. A total of one hundred and thirty-five students in seven classes responded to the questionnaire.

In the first question dealing with housing, 75.5% of the students responding felt that while the elderly should be housed in the same dormitories as students, they should be housed in separate rooms or on a separate floor. Only 9.6% of the respondents felt that the elderly should be housed in a separate building. In the question dealing with the use of services and facilities, 97.7% of the respondents felt that the elderly should be able to use all of the facilities and services made available by the University. 88.1% of the respondents felt that the elderly should be able to participate in all of the activities sponsored by the University. On the question dealing with free audits, 82.9% of the respondents felt that this was a desirable policy. In the last question dealing with the respondents personal involvement with the elderly persons, 90.3% indicated that they would at least made an effort to acquaint themselves with the elderly involved in such a program. In addition, two questions were added to the student questionnaires. The first question asked the students if they would be interested in taking classes taught by the elderly persons. 82.9% of the students responding indicated that they would be interested. The other question asked if the students would support an increase in tuition and student fees in order to offset the cost of such a program. 53.3% of the respondents indicated that they would be opposed to such an increase, while 36.3% indicated that they would be willing to accept the increase if it proved to be necessary.

The second part of the questionnaire, the Semantic Differential Scale, was evaluated by the use of a mean score for the total group. Of the one hundred

and thirty-five students responding to the questionnaire, one hundred and fifteen completed the second part. The results were evaluated on a scale from one to seven, with one being the most positive and seven being the most negative. A score of four on the scale would indicate a neutral attitude by the respondent. The mean score for the student group was 2.47. The student scores indicate a fairly positive attitude towards the presence of the elderly in the classroom. In answering the two essay questions, the students indicated that the elderly could make a positive contribution to the learning process by contributing the knowledge and experience that they have gained during their lives. The students did not feel that the presence of the elderly in the classroom would in any way hinder their progress in the classroom.

Conclusions

In evaluating the results of the interviews and questionnaires, it was found that the overwhelming majority of persons contacted have expressed a willingness to accept the elderly onto the University campus and, more importantly, into the University community. All of the data gathered during this phase of the project indicates not only a positive attitude towards a program of this nature, but also a positive attitude towards the elderly. It should be pointed out, however, that the members of the faculty and the administration, and the students contacted represent only a very small percentage of the members of the University community. It would be misleading to say that the information gathered here is indicative of the University community as a whole.

One thing that was found to be lacking at this University is a willingness and desire to work for the implementation of this type of program. The people contacted have expressed a willingness to accept, but not to initiate. Several years ago a group of faculty members and administrative personnel attempted to have one of the University's dormitories turned into housing for retired employees

of the University. The program died for lack of upper level administrative support. For this reason, it is felt that a program of this nature is not, on a year round basis, feasible at this University at this time. However, it should be pointed out that enrollments at this University are increasing and the University lacks the facilities in which to house the elderly. If this were not the case, the University might be more willing to initiate a program of this nature.

One of the objectives of this project was to draw up a set of guidelines for universities considering the implementation of such a program. In dealing with the university community, it would be very difficult, if not impossible, to offer any specific suggestions. No two universities are the same, either physically or socially. Guide lines that are applicable at one might not be applicable at another. Therefore, it will be best to offer only a few general suggestions for consideration.

First the university must be willing to accept the elderly into their community. A program of this nature is intended to provide an alternative living environment for the elderly. In this case, the university community would become home for the elderly and not just a residence for the elderly or an academic arts and crafts center to keep them busy and out of trouble. The members of the university community must be aware of this before making any decision about a program of this nature.

Secondly, the university must identify any barriers that might hinder or prevent the implementation of a program of this nature. Problems such as the one encountered with the infirmary at Oklahoma State University might cause serious problems for a program of this nature if they are not uncovered before the program is implemented.

Chapter Five

General Summary and Conclusions

Introduction

The general conclusions concerning the intergenerational living summer project can be presented in terms of attitudes toward the perceived feasibility of a program of this type either on a short term or permanent basis. This information was collected from the retired participants, regular undergraduate students, faculty and administrators.

Attitudes Toward an Intergenerational Living Program

For the most part, the attitudes toward the program were very positive. The retired participants described their attitudes toward such a program in terms of how meaningful the program was to them and the effects of such a program on their attitudes and outlooks on life. Their attitudes toward the program can best be presented through statements they made both during and at the end of the project. Listed below is a sampling of these statements:

"This has been one of the most unique and meaningful experiences of my life."

"Every part of the program has had so much meaning for me--the fellowship with the other members of the group, the association with the students, my relationship with my surrogate grandchildren and my studies which have opened up a whole new world of thought for me."

"My vocabulary is inadequate to express my appreciation and debt of gratitude for the Intergenerational Living Program and your personal contributions to my health, education and general happiness the past 8 weeks. I feel genuinely improved physically, mentally and emotionally as a result of this multi-faceted experience."

"It would take pages and pages to list every satisfactory moment I have enjoyed, but most importantly I have learned to give of myself. . .

My association with the college age group--my close living environment with a roommate--the surrogate grandchildren idea, have brought me out of a narrow rut."

"It has opened up a new future for me, giving me a new goal in life. And made me realize 'You're never too old' to try to fulfill your secret dreams and hopes."

"These two months here have really inspired me to realize that truly 'today is the first day of the rest of your life.' The first day of this program was the beginning of a new way of life for me."

"I have gained more than I thought possible from these eight weeks."

"It has not only renewed my interest in further study, but it has also helped me to understand better the problems and aspirations of the younger generation."

The effects of the pilot program can be summarized as providing a renewed sense of meaning, promoting and providing an atmosphere where two generations could interact, and creating an atmosphere where retired adults along with younger students can develop potential and cultivate abilities and talents. As one of the retired adults wrote:

"The ever-increasing enthusiasm of 'The Twenty' retirees gave evidence that the Intergenerational Living Project dealt with in-depth problems of attitudinal changes about aging and retirement:

It was a learning environment where individuals learned their potentials and developed confidence in their own abilities to influence their future and retirement.

The group was a place for the development of such spiritual values as love, faith, mutual regard, reverence for personality, and devotion to common good.

In the Twenty Group, we continued to grow together, and each member contributed to the growth of the others."

The regular students directly involved in the project as "surrogate grandchildren" had attitudes toward the program somewhat more varied than the retired participants, but generally very positive to such a program. The following statements are reflections of these students' attitudes about the program and toward older people as a result of their summer contacts:

"You know this program is really neat because it's so fun to watch the older ones when they're together because it really trashes any stereotype you have because they are very much their own people."

"As I look back in retrospect over the program, I have a warm glow inside me. I have learned many new ideas and have altered my thought concerning the older generation; I have relearned patience and the importance of humor."

"What surprises me is how active so many of the grandparents are. My image of older people was totally different than what I found."

"I'm surprised at the great lack of problems - the way everyone is just accepting each other as we are - both young and old."

"It makes me realize even more what we as young people miss out on by not getting involved and interacting with our senior citizens."

In summary, it could be stated that the students learned that retired persons, like any other group of people, are not a homogeneous group, and that many of the differences between them and retirees were the same as differences that occur between any people. Of course, they also learned that there are some differences between the two generations, especially in matters of dress, which called for some acceptance and tolerance from both points of view.

The faculty and administrators interviewed had very positive attitudes toward a program of this type. Most of the faculty members felt that the retired persons could make and did make a positive contribution to the learning process because of the knowledge and experience they had gained in their lives. One faculty member stated, "There would be a good impact (in the classroom) because the elderly give their views on social structure and how things have changed in society today. The elderly are good for classroom interaction and discussion." One administrator felt so positive toward the program that he wrote a two page letter to the research staff

suggesting that the university pursue the possibility of a large grant of money to continue the program and evaluation for at least a five year period.

The general attitude of all those involved in the project and those aware of the project was highly positive. Few even questioned the possibility of success of the program even on a continuous basis.

Feasibility of Establishing a Continuous Intergenerational Living Program

The majority of the retired and regular student participants felt that such a program was not only desirable but quite feasible. Some saw it as a more viable program on a short term basis while others encouraged the pursuance of establishing a continuous program.

However, the feasibility of such a program was determined to a greater degree through interviews of administrators. Most of the administrators and division heads saw few mechanical problems in developing an intergenerational living program on campus. All but one division of services at the university indicated that they would be able to extend their services to the retirees with very little difficulty. The only service agency on campus which would have to make some major changes is the University Infirmary which is currently not equipped to provide special services for the elderly or process Medicare claims. However, the head physician indicated the problem was not insurmountable.

One other problem concerning the feasibility of establishing such a program on a continuous and permanent basis is the housing situation. This problem varies tremendously from one school to another. At OSU we have seen the re-appearance of the dorm shortage phenomenon. While some of our dorms

were dormant two years ago, they are now full to capacity. It is the feeling of administrators and others that this is only temporary and that in the near future the dormant dorm will re-appear.

Another problem with the housing available at OSU is that while it is adequate for short term living it might prove very inadequate for permanent residence. With the exception of minimal control over air-conditioning the retirees were very satisfied with the living arrangement for the summer.

The retirees were asked about their housing preferences for a permanent intergenerational living program.[3] Thirty-five percent of those in the summer program listed "a bedroom with dining in the cafeteria" as their first choice, while 30 percent listed "a small apartment with kitchen", and 30 percent listed "a living suite." Interestingly enough 65 percent chose alternatives that could be provided with minimal changes in the present dorm structure. Some of the dorms on campus already provide living quarters like those most often chosen as first preference.

Summary and Conclusion

There is little doubt that an intergenerational living program is feasible and desirable. It can provide an alternative living situation for retired individuals and an opportunity for ready cross generational communication. Not only can such a program provide for those more important human needs but it can also prove valuable to the university in the following ways:

1. It can provide a valuable pool of resource people not presently readily available on most campuses.
2. It can serve as a bridge between the university and the community in which it is located.

3. It can provide revenue for the university by filling empty dormitories.

4. It can provide another opportunity for land-grant universities to fulfill their tripart goal of teaching, research, and especially extension.

Never have we had a better opportunity to meet needs by re-aligning people and institutions.

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APPENDIX A

Research Instruments

Application for Senior Participants

INTERGENERATIONAL LIVING AT O.S.U.

The Sociology Department at Oklahoma State University, funded by the National Science Foundation, would like to announce the formation of an Intergenerational Living Community. What is an Intergenerational Living Community? It's a community in which people of different ages and backgrounds live and interact. That sounds a little bit like your town doesn't it. That's because most towns are like that. But a college campus is quite different. On a college campus the students live in a closed world. They rarely get to interact with other people outside of their age group, except teachers who don't count anyway. We would like to do something about this and this is what makes our program unique.

Our program will involve housing retired persons in university dormitories during the 1975 summer session. Persons participating in the program will have the option of auditing classes free of charge or enrolling in courses for credit at their own expense. Room and board, with the exception of weekend meals, will be provided free of charge for those persons participating in the program. At the onset of the program each of the participants will be assigned a college student to act as a surrogate grandchild. These students will assist the participants in their adjustment to the campus environment. They will also serve as the link between the student body and the program's participants. The program will be in operation from May 31st until July 27th. Persons selected to participate in the program will be housed in the Kerr-Drummond dormitory complex. In addition to providing rooms, the complex has a cafeteria, laundry rooms, television lounges and meeting rooms.

Oklahoma State University offers the participants a large number of facilities including a drug store, beauty and barber shops, a bakery, a dry cleaners, tennis courts, a golf course and a health, physical education and recreation center with numerous exercise facilties and sports activities. The university also offers many cultural and social programs for the enjoyment and enrichment of the members of the university community. In addition, at the beginning of the current academic year the university instituted a policy which permits persons eligible for social security to audit classes free of charge on a space available basis.

Now you may be curious as to why the university would sponsor such a program. We feel that the univeristy campus offers many solutions to problems currently facing the retired person. The university can offer safe, comfortable housing, nutritional meals and pleasant surroundings. The university also offers retired persons the opportunity to continue their education in the area of their interest. In addition, we feel that retired people have gained a large pool of knowledge during their lives and that they can, by sharing their knowledge with others, make a valid contribution to the learning process. We feel that this summer program will provide us with valuable information concerning these areas.

The major objective of this program is to determine the feasibility of establishing intergenerational living communities on college campuses on a permanent basis. It must be emphasized that this program is a research project. The participants in the program will be interviewed at the beginning and end of the summer session to determine their attitudes and opinions towards the program. In addition, the participants will be required to keep a daily journal to record problems, beneficial events, attitudes and suggestions pertaining to the program.

If you are interested in participating in such a program, we encourage you to apply. We will only be able to provide dormitory space for twenty persons. But we want to emphasize that all applications will be given serious consideration. The only requirements for entry into the program are a willingness to participate and a statement of physical health from your family physician. If you would like to spend your summer at O.S.U., please fill out the enclosed application and mail it in as soon as possible. No applications will be accepted after May 1st.

INTERGENERATIONAL LIVING AT O.S.U.

APPLICATION FOR SENIOR PARTICIPANTS

NAME _____
ADORESS _____
PHONE _____ AGE _____ SEX _____
MARITAL STATUS _____ NUMBER OF CHILDREN _____
LEVEL OF EDUCATION _____
ARE YOU RETIRED? _____YES _____NO
WHAT HAS YOUR FORMER OCCUPATION? _____
ARE YOU PRESENTLY RECEIVING SOCIAL SECURITY? _____YES _____NO
RELIGIOUS PREFERENCE: _____

HAVE YOU EVER PARTICIPATED IN A PROJECT SIMILAR TO THIS BEFORE?_____
IF YES, WOULD YOU PLEASE DESCRIBE IT BRIEFLY? _____
_____
_____
WHY ARE YOU INTERESTED IN PARTICIPATING IN THIS PROGRAM? _____
_____
_____
_____
IF YOU ARE MARRIED, IS YOUR HUSBAND OR WIFE ALSO INTERESTED IN PARTICIPATING IN THIS PROJECT? _____YES _____NO
DO YOU KNOW ANY OTHER PERSON WHO IS APPLYING FOR THIS PROGRAM AND WITH WHOM YOU WOULD LIKE TO SHARE A ROOM? _____YES _____NO
IF YES, WHO? _____
WOULD YOU HAVE ANY OBJECTION TO SHARING A ROOM WITH A PERSON WHO SMOKES? _____YES _____NO

IF YOU ARE A PARTICIPANT IN THIS SUMMER PROGRAM, WOULD YOU BE INTERESTED IN EXTRA-CURRICULAR ACTIVITIES? _____YES _____NO
IF YES, WHAT TYPES OF ACTIVITIES ARE YOU MOST INTERESTED IN?
_____
_____
_____
WOULD YOU BE INTERESTED IN ENROLLING IN CLASSES DURING THE SUMMER?
_____YES _____NO
WHAT TYPE CLASSES WOULD BE MOST INTERESTING TO YOU? _____
_____
WOULD YOU WANT TO AUDIT (ATTEND WITHOUT CREDIT) OR ENROLL FOR CREDIT? _____AUDIT _____CREDIT
WHAT IS YOUR PRESENT LIVING ARRANGEMENT?
_____APARTMENT
_____RENT HOUSE
_____OWN HOUSE
_____OTHER _____
DO YOU LIVE WITH ANY OTHER PERSON? _____YES _____NO
IF YES, IS THIS PERSON A _____FRIEND _____RELATIVE

PLEASE SHARE ANY OTHER INFORMATION ABOUT YOURSELF THAT WILL HELP US TO UNDERSTAND YOU AND INFORMATION WHICH MAY HELP US IN PLANNING A BETTER SUMMER PROGRAM: _____

ALL APPLICATIONS WILL BE GIVEN VERY CAREFUL CONSIDERATION AND ALL APPLICANTS WILL BE NOTIFIED BY MAY 6, 1975. PLEASE RETURN THIS APPLICATION FORM ALONG WITH YOUR HEALTH FORM BY APRIL 29th TO:

LINDA STEICHEN
DEPARTMENT OF SOCIOLOGY
401 BUSINESS BUILDING
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74074

NSF INTERGENERATIONAL LIVING PROGRAM

Although many of the questions asked in this questionnaire may seem very personal, we feel that they are necessary in developing a profile type for persons participating in the program.

Name _____

1. If you have children, what are their ages? _____ _____ _____ _____ _____

2. How often do you see one or more of your children?

_____Daily
_____At least once a week
_____At least once in two weeks
_____At least once a month
_____Only holidays, birthdays, or other special occasions
_____At least once a year
_____Never

3. Do you have grandchildren? _____ How many? _____

4. How often do you see one or more of your grandchildren?

_____Daily
_____At least once a week
_____At least once in two weeks
_____At least once a month
_____Only holidays, birthdays, or other special occasions
_____At least once a year
_____Never

5. What is your race?

_____American Indian
_____White
_____Black
_____Other (please specify)_____

6. Where were you born? _____

7. What is your date of birth? _____

8. How many years have you lived in the community you now call home?_____

9. How many years did you spend in your former occupation?_____

10. What was the approximate date of your retirement?_____

11. What was your age at retirement?_____

12. What is your present yearly family income?

_____Under $1,500
_____$1,500-$2,999
_____$3,000-$3,999
_____$4,000-$4,999
_____$5,000-$5,999
_____$6,000-$6,999
_____$ 7,000-$ 7,999
_____$ 8,000-$ 8,999
_____$ 9,000-$ 9,999
_____$10,000-$14,999
_____$15,000-$19,999
_____$20,000 and over

13. What are your sources of family income?

_____Social Security
_____Investments
_____Veteran's Pension
_____Pension from work
_____Financial Aid from Children
_____Old Age Assistance from State
_____Other (please specify)_____

14. In what type setting have you spent most of your life?

_____Rural
_____Town under 10,000
_____City under 50,000
_____City 50,000 to 100,000
_____City 100,000 and over

15. Please rate the following items from the one of greatest concern to you to the one of least concern using numbers one through seven:

_____Health
_____Housing
_____Finances
_____Loneliness
_____Age
_____Death
_____A feeling of not being needed

16. How frequently do you attend religious services?

_____Once a week or more
_____Two or three times a month
_____Once a month
_____Less than once a month
_____Never

NAME_____ DATE_____

AGE_____ SEX_____ CLASSIFICATION_____

THE PURPOSE IN LIFE TEST

James C. Crumbaugh, Ph.D.
Veterans Administration Hospital
Gulfport, Mississippi

Leonard T. Maholick, M.D.
The Bradley Center, Inc.
Columbus, Georgia

Part A

For each of the following statements, circle the number that would be most nearly true for you. Note that the numbers always extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgment either way; try to use this rating as little as possible.

1. I am usually:

1	2	3	4	5	6	7
completely bored			(neutral)			exuberant, enthusiastic

2. Life to me seems:

7	6	5	4	3	2	1
always exciting			(neutral)			completely routine

3. In life I have:

1	2	3	4	5	6	7
no goals or aims at all			(neutral)			Very clear goals and aims

4. My personal existence is:

1	2	3	4	5	6	7
Utterly meaningless without purpose			(neutral)			very purposeful and meaningful

5. Every day is:

7	6	5	4	3	2	1
constantly new and different			(neutral)			exactly the same

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PSYCHOMETRIC AFFILIATES
Box 3167
Munster, Indiana 46321

Test #168

6. If I could choose, I would:

1	2	3	4	5	6	7
prefer never to have been born			(neutral)			Like nine more lives just like this one

7. After retiring, I would:

7	6	5	4	3	2	1
do some of the exciting things I have always wanted to			(neutral)			loaf completely the rest of my life

8. In achieving life goals I have:

1	2	3	4	5	6	7
made no progress whatever			(neutral)			progressed to complete fulfillment

9. My life is:

1	2	3	4	5	6	7
empty, filled only with despair			(neutral)			running over with exciting good things

10. If I should die today, I would feel that my life has been:

7	6	5	4	3	2	1
very worthwhile			(neutral)			completely worthless

11. In thinking of my life, I:

1	2	3	4	5	6	7
often wonder why I exist			(neutral)			always see a reason for my being here

12. As I view the world in relation to my life, the world:

1	2	3	4	5	6	7
completely confuses me			(neutral)			fits meaningfully with my life

13. I am a:

1	2	3	4	5	6	7
very irresponsible person			(neutral)			very responsible person

14. Concerning man's freedom to make his own choices, I believe man is:

7	6	5	4	3	2	1
absolutely free to make all life choices			(neutral)			completely bound by limitations of heredity and environment

8. I get bored _____

9. Death is _____

10. I am accomplishing _____

11. Illness and suffering can be _____

12. To me all life is _____

13. The thought of suicide _____

Part C

Write a paragraph describing in detail your aims, ambitions, goals in life. How much progress are you making in achieving them?

15. With regard to death, I am:

7	6	5	4	3	2	1
prepared and unafraid			(neutral)			unprepared and frightened

16. With regard to suicide, I have:

1	2	3	4	5	6	7
thought of it seriously as a way out			(neutral)			never given it a second thought

17. I regard my ability to find a meaning, purpose, or mission in life as:

7	6	5	4	3	2	1
very great			(neutral)			practically none

18. My life is:

7	6	5	4	3	2	1
in my hands and I am in control of it			(neutral)			out of my hands and controlled by external factors

19. Facing my daily tasks is:

7	6	5	4	3	2	1
a source of pleasure and satisfaction			(neutral)			a painful and boring experience

20. I have discovered:

1	2	3	4	5	6	7
no mission or purpose in life			(neutral)			clear-cut goals and a satisfying life purpose

Part B

Make complete sentences of each of the following phrases. Work rapidly, filling in the blanks with the first thing that pops into your mind.

1. More than anything, I want _____
2. My life is _____
3. I hope I can _____
4. I have achieved _____
5. My highest aspiration _____
6. The most hopeless thing _____
7. The whole purpose of my life _____

Continued—

Affect Balance Scale

Directions: We are interested in the way people are feeling these days. Looking at your present life situation (say over the past few months), have you ever felt:

		YES	NO
1.	Particularly excited or interested in something?	___	___
2.	So restless you couldn't sit long in a chair?	___	___
3.	Proud because someone complimented you on something you had done?	___	___
4.	Very lonely or remote from other people?	___	___
5.	Pleased about having accomplished something?	___	___
6.	Bored?	___	___
7.	On the top of the world?	___	___
8.	Depressed or very unhappy?	___	___
9.	That things were going your way?	___	___
10.	Upset because someone critisized you?	___	___

Semantic Differential for Retired Adults

Directions: Below are listed a series of adjectives each having an opposing adjective separated by a series of blanks. You are asked to place a check mark along the scale at a point which in your judgment best describes your feelings toward young people. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items even though they may seem to have been similar. It is your first impression or immediate feeling about each item of that moment that is wanted.

Progressive	___	___	___	___	___	___	___	Old fashioned
Consistent	___	___	___	___	___	___	___	Inconsistent
Independent	___	___	___	___	___	___	___	Dependent
Rich	___	___	___	___	___	___	___	Poor
Generous	___	___	___	___	___	___	___	Selfish
Productive	___	___	___	___	___	___	___	Unproductive
Busy	___	___	___	___	___	___	___	Idle
Secure	___	___	___	___	___	___	___	Insecure
Strong	___	___	___	___	___	___	___	Weak
Healthy	___	___	___	___	___	___	___	Unhealthy
Active	___	___	___	___	___	___	___	Passive
Handsome	___	___	___	___	___	___	___	Ugly
Cooperative	___	___	___	___	___	___	___	Uncooperative
Optimistic	___	___	___	___	___	___	___	Pessimistic
Satisfied	___	___	___	___	___	___	___	Dissatisfied
Expectant	___	___	___	___	___	___	___	Resigned
Flexible	___	___	___	___	___	___	___	Inflexible
Hopeful	___	___	___	___	___	___	___	Dejected
Organized	___	___	___	___	___	___	___	Disorganized
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Neat	___	___	___	___	___	___	___	Untidy
Trustful	___	___	___	___	___	___	___	Suspicious
Self-Reliant	___	___	___	___	___	___	___	Dependent
Liberal	___	___	___	___	___	___	___	Conservative
Certain	___	___	___	___	___	___	___	Uncertain
Tolerant	___	___	___	___	___	___	___	Intolerant
Pleasant	___	___	___	___	___	___	___	Unpleasant
Ordinary	___	___	___	___	___	___	___	Eccentric
Aggressive	___	___	___	___	___	___	___	Defensive
Exciting	___	___	___	___	___	___	___	Dull
Decisive	___	___	___	___	___	___	___	Indecisive
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right

Directions: Below are listed a series of adjectives each having an opposing adjective separated by a series of blanks. You are asked to place a check mark along the scale at a point which in your judgment best describes your feelings toward yourself. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items even though they may seem to have been similar. It is your first impression or immediate feeling about each item of that moment that is wanted.

Progressive	___	___	___	___	___	___	___	Old Fashioned
Consistent	___	___	___	___	___	___	___	Inconsistent
Independent	___	___	___	___	___	___	___	Dependent
Rich	___	___	___	___	___	___	___	Poor
Generous	___	___	___	___	___	___	___	Selfish
Productive	___	___	___	___	___	___	___	Unproductive
Busy	___	___	___	___	___	___	___	Idle
Secure	___	___	___	___	___	___	___	Unsecure
Strong	___	___	___	___	___	___	___	Weak
Healthy	___	___	___	___	___	___	___	Unhealthy
Active	___	___	___	___	___	___	___	Passive
Handsome	___	___	___	___	___	___	___	Ugly
Cooperative	___	___	___	___	___	___	___	Uncooperative
Optimistic	___	___	___	___	___	___	___	Pessimistic
Satisfied	___	___	___	___	___	___	___	Dissatisfied
Expectant	___	___	___	___	___	___	___	Resigned
Flexible	___	___	___	___	___	___	___	Inflexible
Hopeful	___	___	___	___	___	___	___	Dejected
Organized	___	___	___	___	___	___	___	Disorganized
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Neat	___	___	___	___	___	___	___	Untidy
Trustful	___	___	___	___	___	___	___	Suspicious
Self-reliant	___	___	___	___	___	___	___	Dependent
Liberal	___	___	___	___	___	___	___	Conservative
Certain	___	___	___	___	___	___	___	Uncertain
Tolerant	___	___	___	___	___	___	___	Intolerant
Pleasant	___	___	___	___	___	___	___	Unpleasant
Ordinary	___	___	___	___	___	___	___	Eccentric
Aggressive	___	___	___	___	___	___	___	Defensive
Exciting	___	___	___	___	___	___	___	Dull
Decisive	___	___	___	___	___	___	___	Indecisive
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjectives on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right

Pre- and Post-Summer Questionnaire

SURROGATE GRANDCHILDREN

The purpose of the following questions is to determine the degree of your previous contact with senior citizens.

How often were you in contact with senior citizens prior to this summer?

_____Daily _____Weekly _____Monthly _____Twice Yearly

_____Yearly

Who are the senior citizens with whom you have had interpersonal contact in the past? (Not necessarily their names, but rather their relationship to you, e.g. grandmother, neighbor, etc.)

How would you evaluate your previous contact with senior citizens?

Beneficial	___	___	___	___	___	___	___	Harmful
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Comfortable	___	___	___	___	___	___	___	Uncomfortable
Meaningful	___	___	___	___	___	___	___	Meaningless
Attracting	___	___	___	___	___	___	___	Repelling
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right.

Directions:

Below are listed a series of adjectives each having an opposing adjective separated by a series of blanks. You are asked to place a check mark along the scale at a point which in your judgment best describes your feelings toward <u>older people</u>. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items even though they may seem to have been similar. It is your first impression or immediate feeling about each item of that moment that is wanted.

Progressive	___	___	___	___	___	___	___	Old fashioned
Consistent	___	___	___	___	___	___	___	Inconsistent
Independent	___	___	___	___	___	___	___	Dependent
Rich	___	___	___	___	___	___	___	Poor
Generous	___	___	___	___	___	___	___	Selfish
Productive	___	___	___	___	___	___	___	Unproductive
Busy	___	___	___	___	___	___	___	Idle
Secure	___	___	___	___	___	___	___	Insecure
Strong	___	___	___	___	___	___	___	Weak
Healthy	___	___	___	___	___	___	___	Unhealthy
Active	___	___	___	___	___	___	___	Passive
Handsome	___	___	___	___	___	___	___	Ugly
Cooperative	___	___	___	___	___	___	___	Uncooperative
Optimistic	___	___	___	___	___	___	___	Pessimistic
Satisfied	___	___	___	___	___	___	___	Dissatisfied
Expectant	___	___	___	___	___	___	___	Resigned
Flexible	___	___	___	___	___	___	___	Inflexible
Hopeful	___	___	___	___	___	___	___	Dejected
Organized	___	___	___	___	___	___	___	Disorganized
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Neat	___	___	___	___	___	___	___	Untidy
Trustful	___	___	___	___	___	___	___	Suspicious
Self-Reliant	___	___	___	___	___	___	___	Dependent
Liberal	___	___	___	___	___	___	___	Conservative
Certain	___	___	___	___	___	___	___	Uncertain
Tolerant	___	___	___	___	___	___	___	Intolerant
Pleasant	___	___	___	___	___	___	___	Unpleasant
Ordinary	___	___	___	___	___	___	___	Eccentric
Aggressive	___	___	___	___	___	___	___	Defensive
Exciting	___	___	___	___	___	___	___	Dull
Decisive	___	___	___	___	___	___	___	Indecisive
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right.

WEEKLY INVENTORY
INSTRUCTIONS

The purpose of this Weekly Inventory is to measure the value (meaning) to you of certain important aspects of your experiences on campus.

Below each numbered statement you will find a series of opposing adjectives each separated by seven spaces. These adjectives refer to the numbered statement above it. You are asked to place a check mark within one of the spaces for each adjective pair.

The seven spaces between each adjective pair have the following meanings:

1 2 3 4 5 6 7

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right.

You are to choose the space that best describes your feelings toward the numbered statement.

Weekly Inventory Instructions continued:

Since you will be filling the Weekly Inventory out on a regular basis this summer, please do not try to recall how you checked similar items during a previous week. Please make each item for each week a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impression or immediate feeling about each item, at that moment, that is wanted.

DAILY INVENTORY

Instructions for the Daily Inventory are at the top of the first page for each day's entries.

WEEKEND INVENTORY

Instructions for the Weekend Inventory are at the top of the Weekend Inventory page.

_____, 1975

DAILY INVENTORY

We are interested in activities you have experienced today that made a real impression on you either favorable or unfavorable. In the spaces provided below please list each of these activities and answer the questions related to these activities. (Space is provided for five such activities; however, if you were impressed in any way with more than five, use the back of this page following the same format. On the other hand, it is likely that you may not on each day have as many as five impressive activities).

1. Activity_____
   Please list the names of those who joined you in this activity and tell how or where you met each of these:_____
   _____
   Was this activity impressive to you because of the people, the activity, or both?_____

   Please rate this activity by placing a check mark along the scale at the point which best describes the degree of favorability or unfavorability of the activity:

   Highly Favorable ___ ___ ___ ___ Highly Unfavorable

2. Activity_____
   Please list the names of those who joined you in this activity and tell how or where you met each of these:_____
   _____
   Was this activity impressive to you because of the people, the activity, or both?_____

   Please rate this activity by placing a check mark along the scale at the point which best describes the degree of favorability or unfavorability of the activity:

   Highly Favorable ___ ___ ___ ___ Highly Unfavorable

Activity_____
Please list the names of those who joined you in this activity and tell how or where you met each of these:_____

_____

Was this activity impressive to you because of the people, the activity, or both?_____

Please rate this activity by placing a check mark along the scale at the point which best describes the degree of favorability or unfavorability of the activity:

Highly Favorable ___ ___ ___ ___ Highly Unfavorable

Activity_____
Please list the names of those who joined you in this activity and tell how or where you met each of these:_____

_____

Was this activity impressive to you because of the people, the activity, or both?_____

Please rate this activity by placing a check mark along the scale at the point which best describes the degree of favorability or unfavorability of the activity:

Highly Favorable ___ ___ ___ ___ Highly Unfavorable

Activity_____
Please list the names of those who joined you in this activity and tell how or where you met each of these:_____

_____

Was this activity impressive to you because of the people, the activity, or both?_____

Please rate this activity by placing a check mark along the scale at the point which best describes the degree of favorability or unfavorability of the activity:

Highly Favorable ___ ___ ___ ___ Highly Unfavorable

In the space provided below, please discuss anything that occurred today or any thoughts you have had about today which you feel would be important for us to know:

_____, 1975

WEEKLY INVENTORY

Please refer to the instruction page at the very first of your diary. Also, you may wish to go back and read what you have written on the daily records to remind you of certain things.

In the box provided briefly explain the basis for each response:

1. Value of your classroom activities during the past week (if applicable):

The Professors									
Beneficial	__	__	__	__	__	__	__	Harmful	
Merciful	__	__	__	__	__	__	__	Merciless	
Influential	__ 1	__ 2	__ 3	__ 4	__ 5	__ 6	__ 7	Uninfluential	
Other Students									
Friendly	__	__	__	__	__	__	__	Unfriendly	
Influential	__	__	__	__	__	__	__	Uninfluential	
Intelligent	__ 1	__ 2	__ 3	__ 4	__ 5	__ 6	__ 7	Unintelligent	
Academic Work									
Meaningful	__	__	__	__	__	__	__	Meaningless	
Useful	__	__	__	__	__	__	__	Useless	
Unambiguous	__ 1	__ 2	__ 3	__ 4	__ 5	__ 6	__ 7	Ambiguous	

What suggestions for the solution of the problem(s) that you encountered would you suggest? (Use reverse side)

In the box provided briefly explain the basis for each response:

2. Value of your experiences with Surrogate Grandchild during the past week:

Beneficial	___	___	___	___	___	___	___	Harmful
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Comfortable	___	___	___	___	___	___	___	Uncomfortable
Meaningful	___	___	___	___	___	___	___	Meaningless
Attracting	1	2	3	4	5	6	7	Repelling

What suggestions for the solution of the problem(s) that you encountered would you suggest?
(Please respond on reverse side)

3. Value of your experience with your roommate during the past week (if applicable):

Beneficial	___	___	___	___	___	___	___	Harmful
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Comfortable	___	___	___	___	___	___	___	Uncomfortable
Meaningful	___	___	___	___	___	___	___	Meaningless
Attracting	1	2	3	4	5	6	7	Repelling

What suggestions for the solution of the problem(s) that you encountered would you suggest?
(Please respond on reverse side.)

In the box provided briefly explain the basis for each response:

4. Value of your experiences with the general University Community today (living, recreational and health facilities, food, acquaintances, other than those mentioned above):

Beneficial	___	___	___	___	___	___	___	Harmful
Happy	___	___	___	___	___	___	___	Sad
Perfect	___	___	___	___	___	___	___	Imperfect
Comfortable	___	___	___	___	___	___	___	Uncomfortable
Useful	___	___	___	___	___	___	___	Useless
Attracting	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	Repelling

What suggestions for the solution of the problem(s) that you encountered would you suggest? (Please respond on reverse side.)

WEEKEND INVENTORY

In the spaces provided below please list the major weekend activities in which you participated. With whom did you do this? Where (e.g., campus, home, relative or friend's home)?

SATURDAY _____, 1975	ACTIVITIES	WITH WHOM	WHERE

SUNDAY _____, 1975	ACTIVITIES	WITH WHOM	WHERE

_____, 1975

DAILY RECORD
FOR
SURROGATE GRANDCHILD

How much time, if any, did you spend with your surrogate grandparent today?

In what activities did you engage with your surrogate grandparent today?

Please list the names of any additional persons who may have joined you in each activity and tell where or how these people became involved in the activity.

Please rate the value of your experience with your surrogate grandparent today according to the instruction sheet at the front of this Record Book.

Beneficial	___	___	___	___	___	___	___	Harmful
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Comfortable	___	___	___	___	___	___	___	Uncomfortable
Meaningful	___	___	___	___	___	___	___	Meaningless
Attracting	___	___	___	___	___	___	___	Repelling
	1	2	3	4	5	6	7	

In the box provided briefly explain the basis for each response.

(OVER)

In the space provided below please discuss anything additionally which you feel would be important for us to know about today's contact with your surrogate grandparent.

HOUSING QUESTIONNAIRE

We are interested in finding out what you liked and disliked about living in the Residence Hall. We also would like to know what you would prefer for your housing if you were to take part in a program like Intergenerational Living in the future. Please check the appropriate space for the answer which best expresses your feelings about your housing.

Dining Facilities

1. The food service employees were helpful and pleasant: Comments

   _____ most of the time
   _____ some of the time
   _____ rarely
   _____ never

2. The quality of the food in the cafeteria was:

   _____ excellent
   _____ good
   _____ fair
   _____ poor

3. The variety of food available was:

   _____ excellent
   _____ good
   _____ fair
   _____ poor

4. Special dietary needs were met:

   _____ most of the time
   _____ some of the time
   _____ rarely
   _____ never

5. Waiting in the cafeteria line was:

   _____ very tiring
   _____ occassionally tiring
   _____ rarely tiring
   _____ never tiring

6. Serving oneself in the cafeteria was rushed:

   _____ most of the time
   _____ occassionally
   _____ rarely
   _____ never

7. Cafeteria hours were convenient:
   _____ all of the time
   _____ most of the time
   _____ some of the time
   _____ rarely

8. The noise level in the cafeteria was: Comments

_____ very pleasant
_____ satisfactory
_____ a little noisy
_____ very noisy

Cleaning and Maintenance

1. The cleanliness of the halls was satisfactory:

_____ most of the time
_____ some of the time
_____ rarely
_____ never

2. The cleanliness of the lounge was satisfactory:

_____ most of the time
_____ some of the time
_____ rarely
_____ never

3. Types of supplies for cleaning (brooms, windex, etc.) were:

_____ very good
_____ adequate
_____ inadequate
_____ very inadequate

4. List other supplies needed:

6. Cleaning supplies were available when needed:

_____ most of the time
_____ some of the time
_____ rarely
_____ never

6. Keeping the room clean was:
_____ very easy
_____ easy
_____ difficult
_____ very difficult

7. The general condition of the room was:

_____ excellent
_____ good
_____ fair
_____ poor

8. The general condition of the lounge was: Comments

_____ excellent
_____ good
_____ fair
_____ poor

9. Repairs were made:

_____ quickly
_____ within a reasonable amount of time
_____ slowly
_____ not at all

Residence Hall

1. I used the floor lounge:

_____ frequently
_____ occasionally
_____ rarely
_____ never

2. The furniture in the lounge was:

_____ very comfortable
_____ somewhat comfortable
_____ somewhat uncomfortable
_____ very uncomfortable

3. The type of furniture in the lounge was:

_____ very suitable
_____ adequate
_____ inadequate
_____ not suitable at all

4. The lighting in the lounge was:

_____ excellent
_____ good
_____ fair
_____ poor

Room

1. The furniture arrangement was:

_____ very good
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

2. Because of the room arrangement, making the bed was:

Comments

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

3. Opening the drawers was:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

4. The room was too drafty:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

5. Most of the time the temperature of the room was:

_____ too cold
_____ just fine
_____ too hot
_____ either too hot or too cold

6. The amount of storage in the room was:

_____ very satisfactory
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

7. The type of storage was:

_____ very satisfactory
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

8. It was too noisy in the room to sleep:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

9. It was too noisy in the room to study:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

10. The size of the room was: Comments

_____ very satisfactory
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

11. The color of the room was:

_____ very pleasing
_____ satisfactory
_____ unsatisfactory
_____ offensive

12. The privacy of the room was:

_____ very private
_____ satisfactory
_____ unsatisfactory
_____ not at all private

13. The overall comfort of the room was:

_____ very comfortable
_____ satisfactory
_____ unsatisfactory
_____ very uncomfortable

Bathroom

1. The location of the bathroom was: Comments

_____ very satisfactory
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

2. Entering the toilet stalls was:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

3. Flushing the toilet:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

4. The state of repair of toilets was:

_____ excellent
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

5. The lighting in the showers was: Comments

_____excellent
_____ good
_____ fair
_____ poor

6. Operating the shower faucets was:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

7. The safety of the showers was:

_____ excellent
_____ good
_____ fair
_____ poor

8. Regulating the temperature of the shower was:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

9. The water supply was:

_____ very good
_____ adequate
_____ inadequate
_____ very inadequate

10. Operating the shampoo sink was:

_____ easy
_____ not difficult
_____ difficult
_____ very difficult

11. The hand dryer was:

_____ very good
_____ satisfactory
_____ unsatisfactory
_____ very unsatisfactory

12. Soap and paper towels should be available in the bathroom: Comments

_____ yes
_____ no

Residence Hall

1. The head resident is helpful and pleasant:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

2. The clerks at the desk are helpful and pleasant:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

3. The housekeepers are helpful and pleasant:

_____ all the time
_____ most of the time
_____ some of the time
_____ rarely

4. The number of rules in the residence hall is:

_____ too few
_____ adequate
_____ the right amount
_____ too many

5. What would you like to do that you can't do in a residence hall?

6. What is allowed in residence halls that you feel should not be allowed?

Safety

Comments

1. In case of fire, safety precautions are:

   _____ very satisfactory
   _____ satisfactory
   _____ unsatisfactory
   _____ very unsatisfactory

2. Going downstairs quickly in case of fire would be:

   _____ impossible
   _____ hard
   _____ fairly easy
   _____ very easy

3. In case of tornado, safety precautions are:

   _____ very satisfactory
   _____ satisfactory
   _____ unsatisfactory
   _____ very unsatisfactory

4. Safety of the elevators is:

   _____ very satisfactory
   _____ satisfactory
   _____ unsatisfactory
   _____ very unsatisfactory

5. The likelihood of theft is:

   _____ very likely
   _____ somewhat likely
   _____ not very likely
   _____ not at all likely

6. The likelihood of physical attack is:

   _____ very likely
   _____ somewhat likely
   _____ not very likely
   _____ not at all likely

7. The behavior of the students in the lounge, mezzanine, and cafeteria is:

   _____ very good
   _____ acceptable
   _____ unacceptable
   _____ very unacceptable

Housing Preference

1. Rank your preference of housing for a permanent intergenerational living program:

Comments

_____ a small apartment with kitchen
_____ a living suite (sitting room and bedroom) with dining in the cafeteria
_____ a room with a small mobile kitchen (small refrigerator, 2 burner stove, broiler oven, storage on wheels)
_____ bedroom with a kitchen in the lounge and dining in cafeteria
_____ bedroom with dining in the cafeteria

2. State your preference for a roommate:

_____ Single room
_____ with roommate of same sex
_____ with spouse (if you have one)

3. State your floor preference:

_____ on an upper floor
_____ on the ground floor

4. Rank your preference for floor-mates (you may check more than 1 choice)

_____ on same floor as young students of the same sex
_____ separate floor for senior citizens
_____ separate floors for women, men, and married couples

5. Rank your preference for residence hall location:

_____ in the center of campus
_____ on the edge of campus (as Kerr-Drummond)
_____ slightly off campus (as Bennett Hall)

Bathroom Preference

1. When you bathe, do you prefer:
_____ tub
_____ shower
_____ both

2. A shower with a seat would be as preferable as a tub:

_____ yes
_____ no

3. A rough standing surface in the shower would make you feel safer:

_____ yes
_____ no

4. There should be ceiling heaters in the shower stalls: Comments

_____ yes
_____ no

5. Rank the following in the order of preference:

_____ central bathroom
_____ lavatory and toilet in room
_____ lavatory only in room
_____ full bath facilities in room

6. It is difficult for you to bend over to use the sink:

_____ yes
_____ no

7. The sink height should be raised:

_____ yes
_____ no

Overall, in your opinion, what would be the ideal living conditions for a permanent university program of this type? (Please be as inclusive as possible)

Interview Schedule for Administrators and Faculty

1. What are your feelings about having retired persons living on the university campus?

2. Has your department had to make any changes in it's operation to accommodate the temporary program currently in operation?

3. If a program of this nature were implemented on a permanent basis, what changes in the activities and services offered by your department would be necessary?

4. Do you know of any restrictions that would prevent your department, or the university as a whole, from making the necessary changes to accommodate such a program?

5. Would your department be willing to make those changes?

6. To what extent would these changes increase your departmental budget?

7. Is there, as far as you know, any realistic possibility of obtaining outside funding from state or federal agencies that might help to support such a program?

8. Do you feel that the university policy that allows retired persons to audit classes free of charge is a desirable one?

9. Given that the primary function of the university is education, what are your feelings toward a university sponsored program whose primary function is to provide housing and not an education?

10. Would you support the idea of a full-time, on-going program of this nature?

11. What are your personal feelings toward a program of this nature?

Questionnaire for Administrators

A National Science Foundation sponsored Intergenerational Living Program is now being conducted on the O.S.U. campus. Under the supervision of the Department of Sociology, the program has brought twenty retired persons to the campus to live and participate in campus life during the eight week summer session. In order to evaluate the feasibility of this program we of the research staff would appreciate your response to the following questions.

Please fill in the following onformation:

Age ____ Years at O.S.U. ____ Position _____

Years in Position ____

Please list all positions previously held at O.S.U. _____

In answering questions 1 thru 5, please indicate which selection, in your opinion, best completes the statement. If you are unable to use any of the selections please indicate so by marking "other" and explain why on the back of the page.

1. If Oklahoma State University adopted a program that would allow retired persons to live on campus on a permanent basis, do you feel that these retired persons should:

   ___ Be housed in dormitories with students for room-mates

   ___ Be housed in dormitories on floors with students, but in separate rooms

   ___ Be housed in dormitories with students, but housed together on a separate floor

   ___ Be housed in a separate dormitory, but still live on campus

   ___ Not be allowed to live on campus

   ___ Other

2. These retired persons living on campus should:

   ___ Not be required to pay student activity fees, but they should be allowed to use all of the services and facilities made available by the University (i.e. the Student Union, the HPER center, the Infirmary, etc.).

   ___ Be required to pay only partial student activity fees, but be allowed to use all of the services and facilities made available by the University

   ___ Be required to pay full student activity fees and be allowed to use all of the services and facilities made available by the University

   ___ Be required to pay full student activity fees, but be allowed to use only certain services and facilities made available by the University

   ___ Be required to pay only partial student activity fees and be allowed to use only certain services and facilities made available by the University

   ___ Not pay student activity fees and not be allowed to use any of the services and facilities made available by the University

   ___ Other

3. These retired persons living on campus should:

___ Be allowed to participate in all of the activities and organizations offered by the University

___ Be allowed to participate in only certain activities and organizations offered by the University

___ Be allowed to participate in only those activities and organizations especially designed for them

___ Other

4. If a program of this nature were implemented on a continuing basis on the Oklahoma State University campus, I would:

___ Make an effort to acquaint myself with these people and cultivate their friendship

___ Make an effort to acquaint myself with these people, but not make an effort to cultivate their friendship

___ Not make an effort to acquaint myself with these people

___ Make an effort to avoid contact with these people

___ Other

5. Keeping in mind that the University now has a policy that allows retired persons to audit courses free of charge, these retired persons living on campus should:

___ Be allowed to audit, on a space available basis, any course offered by the University

___ Be allowed to audit some, but not all, of the courses offered by the University

___ Be allowed to audit some courses offered by the University and take some courses that are especially designed for them

___ Only be allowed to take those courses that are especially designed for them

___ Not be allowed to take any courses

___ Other

6. Keeping in mind that these retired persons have gained a large pool of knowledge during their lives, would you be interested in taking special classes taught by these people?

___ Yes

___ No

Directions

Below are listed a series of adjectives each having an opposing adjective separated by a series of blanks. You are asked to place a check mark along the scale at a point which, in your judgement, best describe your feelings toward retired people (over 62 years of age). Make each item a separate and independent judgement. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items, even though they may seem to have been similar. It is your first impression or immediate feeling about each item of that moment that is wanted.

Progressive	___	___	___	___	___	___	___	Old fashioned
Consistent	___	___	___	___	___	___	___	Inconsistent
Independent	___	___	___	___	___	___	___	Dependent
Rich	___	___	___	___	___	___	___	Poor
Generous	___	___	___	___	___	___	___	Selfish
Productive	___	___	___	___	___	___	___	Unproductive
Busy	___	___	___	___	___	___	___	Idle
Secure	___	___	___	___	___	___	___	Insecure
Strong	___	___	___	___	___	___	___	Weak
Healthy	___	___	___	___	___	___	___	Unhealthy
Active	___	___	___	___	___	___	___	Passive
Handsome	___	___	___	___	___	___	___	Ugly
Cooperative	___	___	___	___	___	___	___	Uncooperative
Optimistic	___	___	___	___	___	___	___	Pessimistic
Satisfied	___	___	___	___	___	___	___	Dissatisfied
Expectant	___	___	___	___	___	___	___	Resigned
Flexible	___	___	___	___	___	___	___	Inflexible
Hopeful	___	___	___	___	___	___	___	Dejected
Organized	___	___	___	___	___	___	___	Disorganized
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Neat	___	___	___	___	___	___	___	Untidy
Trustful	___	___	___	___	___	___	___	Suspicious
Self-Reliant	___	___	___	___	___	___	___	Dependent
Liberal	___	___	___	___	___	___	___	Conservative
Certain	___	___	___	___	___	___	___	Uncertain
Tolerant	___	___	___	___	___	___	___	Intolerant
Pleasant	___	___	___	___	___	___	___	Unpleasant
Ordinary	___	___	___	___	___	___	___	Eccentric
Aggressive	___	___	___	___	___	___	___	Defensive
Exciting	___	___	___	___	___	___	___	Dull
Decisive	___	___	___	___	___	___	___	Indecisive
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but is not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but is not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right.

Questionnaire for Faculty

A National Science Foundation sponsored Intergenerational Living Program is now being conducted on the O.S.U. campus. Under the supervision of the Department of Sociology, the program has brought twenty retired persons to the campus to live and participate in campus life during the eight week summer session. Those persons age sixty-five and over are allowed to audit courses free of charge and _____ has enrolled in your _____ course.

In order to evaluate the feasibility of this program we of the research staff would appreciate your response to the following questions.

Please fill in the following information:

Age ____ Years Teaching ____ Years Teaching at O.S.U. ____

Percent of Time Spent in Teaching ____ Percent of Time Spent in Research ____

Percent of Time Spent in Administration ____ Percent of Time Spent In Extension ____

Department _____

In answering questions 1 thru 5, please indicate which selection, in your opinion, best completes the statement. If you are unable to use any of the selections please indicate so by marking "other" and explain why on the back of the page.

1. If Oklahoma State University adopted a program that would allow retired persons to live on campus on a permanent basis, do you feel that these retired persons should:

   ___ Be housed in dormitories with students for room-mates

   ___ Be housed in dormitories on floors with students, but in separate rooms

   ___ Be housed in dormitories with students, but together on a separate floor

   ___ Be housed together in a separate dormitory, but still live on campus

   ___ Not be allowed to live on campus

   ___ Other

2. These retired persons living on campus should:

   ___ Not be required to pay student activity fees, but they should be allowed to use all of the services and facilities made available by the University (i.e. the Student Union, the HPER center, the Infirmary, etc.).

   ___ Be required to pay only partial student activity fees, but be allowd to use all of the services and facilities made available by the University

   ___ Be required to pay full student activity fees and be allowed to use all of the services and facilities made available by the University

   ___ Be required to pay full student activity fees, but be allowed to use only certain services and facilities made available by the University

   ___ Be required to pay only partial student activity fees and be allowed to use only certain services and facilities made available by the University

   ___ Not pay student activity fees and not be allowed to use any of the services and facilities made available by the University

   ___ Other

3. These retired persons living on campus should:

___ Be allowed to participate in all of the activities and organizations offered by the University

___ Be allowed to participate in only certain activities and organizations offered by the University

___ Be allowed to participate in only those activities and organizations that are especially designed for them

___ Other

4. If a program of this nature were implemented on a continuing basis on the Oklahoma State University campus, I would:

___ Make an effort to acquaint myself with these people and cultivate their friendship

___ Make an effort to acquaint myself with these people, but not make an effort to cultivate their friendship

___ Not make an effort to acquaint myself with these people

___ Make an effort to avoid contact with these people

___ Other

5. Keeping in mind that the University now has a policy that allows retired persons to audit courses free of charge, these retired persons living on campus should:

___ Be allowed to audit, on a space available basis, any course offered by the University

___ Be allowed to audit some, but not all, of the courses offered by the University

___ Be allowed to audit some courses offered by the University and take some courses that are especially designed for them

___ Only be allowed to take those courses that are especially designed for them

___ Not be allowed to take any courses

___ Other

6. Do you believe that your classroom experience would be better in any way as a result of having retired persons attending your classes?

Please discuss briefly:

7. Would you expect your classes to be slowed down or otherwise hindered as a result of retired persons taking your classes?

Please discuss briefly:

8. Keeping in mind that these retired persons have gained a large pool of knowledge during their lives, would you be interested in taking special classes taught by these people?

___ Yes

___ No

9. Below are listed a series of adjectives each having an opposing adjective separate by a series of blanks. You are asked to place a check mark along scale at a point which, in your judgement, best describes your feelings toward retired people (over sixty-two years of age). Make each item a separate and independent judgement. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items even though they may seem to have been similar. It is your first impression or immediate feeling about each item of that moment that is wanted

Progressive	___	___	___	___	___	___	___	Old Fashioned
Consistent	___	___	___	___	___	___	___	Inconsistent
Independent	___	___	___	___	___	___	___	Dependent
Rich	___	___	___	___	___	___	___	Poor
Generous	___	___	___	___	___	___	___	Selfish
Productive	___	___	___	___	___	___	___	Unproductive
Busy	___	___	___	___	___	___	___	Idle
Secure	___	___	___	___	___	___	___	Insecure
Strong	___	___	___	___	___	___	___	Weak
Healthy	___	___	___	___	___	___	___	Unhealthy
Active	___	___	___	___	___	___	___	Passive
Handsome	___	___	___	___	___	___	___	Ugly
Cooperative	___	___	___	___	___	___	___	Uncooperative
Optimistic	___	___	___	___	___	___	___	Pessimistic
Satisfied	___	___	___	___	___	___	___	Dissatisfied
Expectant	___	___	___	___	___	___	___	Resigned
Flexible	___	___	___	___	___	___	___	Inflexible
Hopeful	___	___	___	___	___	___	___	Dejected
Organized	___	___	___	___	___	___	___	Disorganized
Happy	___	___	___	___	___	___	___	Sad
Friendly	___	___	___	___	___	___	___	Unfriendly
Neat	___	___	___	___	___	___	___	Untidy
Trustful	___	___	___	___	___	___	___	Suspicious
Self-Reliant	___	___	___	___	___	___	___	Dependent
Liberal	___	___	___	___	___	___	___	Conservative
Certain	___	___	___	___	___	___	___	Uncertain
Tolerant	___	___	___	___	___	___	___	Intolerant
Pleasent	___	___	___	___	___	___	___	Unpleasent
Ordinary	___	___	___	___	___	___	___	Eccentric
Aggressive	___	___	___	___	___	___	___	Defensive
Exciting	___	___	___	___	___	___	___	Dull
Decisive	___	___	___	___	___	___	___	Indecisive
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but not really neutral) to the adjective on the left
4. Neutrally related to both adjective on the left and right
5. Only slightly related (but not really neutral) to the adjective on the Right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right

Questionnaire for Students

A National Science Foundation sponsored Intergenerational Living Program is now being conducted on the O.S.U. campus. Under the supervision of the Department of Sociology, the program has brought twenty retired persons to the campus to live and participate in the campus life during the eight week summer session. In order to evaluate the feasibility of this program we of the research staff would appreciate your response to the following questions.

Please fill in the following information:

Home Town_____ Population _____

Yearly family income _____ Religious preference _____

Age _____ Major _____ Class standing _____

Do you live on campus ____ Marital Status ___M ___S ___W ___D

What percentage of your college costs do you pay?

___ 100% ___ 25%

___ 75% ___ None

___ 50%

Amount of previous contact with retired persons (over age sixty-two)
Check one:

___ Daily ___ Twice yearly or more

___ Weekly ___ Less than twice yearly

___ Monthly ___ No contact

Types of retired persons associated with:

___ Relatives ___ Friends ___ Neighbors

_____ Others (please specify)

In answering questions 1 thru 5, please indicate which selection, in your opinion, best completes the statement. If you are unable to use any of the selections please indicate so by marking "other" and explain why on the back of the page.

1. If Oklahoma State University adopted a program that would allow retired persons to live on campus on a permanent basis, do you feel that these retired persons should:

___ Be housed in dormitories with students for room-mates
___ Be housed in dormitories on floors with students, but in separate rooms
___ Be housed in dormitories with students, but be housed together on a separate floor

___ Be housed together in a separate dormitory, but still live on campus

___ Not be allowed to live on campus

___ Other

2. These retired persons living on campus should:

___ Be allowed to use all of the services and facilities (i.e. the Student Union, the HPER Center, the Infirmary, etc.) made available by the Univeristy

___ Be allowed to use only certain services and facilities made available by the University

___ Not be allowed to use any of the services and facilities made available by the University

___ Other

3. These retired persons living on campus should:

___ Be allowed to participate in all of the activities and organizations offered by the University

___ Be allowed to participate in only certain activities and organizations offered by the University

___ Be allowed to participate in only those activities and organizations that are especially designed for them

___ Other

4. If a program of this nature were implemented on a continuing basis on the Oklahoma State University campus, I would:

___ Make an effort to acquaint myself with these people and cultivate their friendship

___ Make an effort to acquaint myself with these people, but not make an effort to cultivate their friendship

___ Not make an effort to acquaint myself with these people

___ Make an effort to avoid contact with these people

5. Keeping in mind that the University now has a policy that allows retired persons to audit classes free of charge, these retired persons living on campus should:

___ Be allowed to audit, on a space available basis, any course offered by the University

___ Be allowed to audit some, but not all, of the courses offered by the University

___ Be allowed to audit some courses offered by the University and take courses that are especially designed for them

___ Only be allowed to take courses that are especially designed for them

___ Not be allowed to take any courses

___ Other

6. Keeping in mind that these retired people have gained a large pool of knowledge during their lives, would you be interested in taking special classes taught by these people?

___ Yes

___ No

7. Was your classroom experience better in any way as a result of having retired persons enrolled in and attending the class?
Please discuss briefly:

8. Was your class slowed down or otherwise hindered as a result of having retired persons taking this course?
Please discuss briefly:

9. Would you support a program of this nature if it meant an increase in your tuition and student activity fees to offset the cost of the program?

___ Yes

___ No

11. Directions

Below are listed a series of adjectives each having an opposing adjective separated by a series of blanks. You are asked to place a check mark along the scale at a point which, in your judgement, best describe your feelings toward the presence of retired person(s) in the classroom. Make each item a separate and independent judgement. Do not try to remember how you have marked earlier items. It is your first impression or immediate feeling about each item of that moment that is wanted.

Beneficial	___	___	___	___	___	___	___	Harmful
Intelligent	___	___	___	___	___	___	___	Unintelligent
Meaningful	___	___	___	___	___	___	___	Meaningless
Useful	___	___	___	___	___	___	___	Useless
Attracting	___	___	___	___	___	___	___	Repelling
	1	2	3	4	5	6	7	

1. Very closely related to the adjective on the left
2. Quite closely related (but not extremely) to the adjective on the left
3. Only slightly related (but not really neutral) to the adjective on the left
4. Neutrally related to both the adjective on the left and right
5. Only slightly related (but not really neutral) to the adjective on the right
6. Quite closely related (but not extremely) to the adjective on the right
7. Very closely related to the adjective on the right

APPENDIX B

Tables and Figures

TABLE I

PIL SCORES

RETIRED ADULT PARTICIPANTS

SUBJECT #	PRE-TEST	POST-TEST
1	132	129
2	122	125
3	129	129
4	127	128
5	123	121
6	111	102
7	100	113
8	128	113
9	134	137
10	120	121
11	128	129
12	---	103
13	104	102
14	116	105
15	104	106
16	129	133
17	117	99
18	107	139
19	108	105
20	104	---
Mean:	118.05	117.84
Mean of 18 paired scores:	118.8	118.67

t = .0650 17 D.F. n.s.

TABLE II

PIL SCORES

SURROGATE GRANDCHILDREN

SUBJECT #	PRE-TEST	POST-TEST
21	113	126
22	120	111
23	100	113
24	109	109
25	119	119
26	113	113
27	121	123
28	110	107
29	126	124
30	112	108
31	93	94
32	115	109
33	121	107
34	118	112
35	105	106
36	114	119
37	121	117
38	106	111
39	115	110
40	110	121
41	---	118
42	126	130
47	80	106
Mean:	112.14	113.61
Mean of 22 paired scores:	112.14	113.41

t = .6860 21 D.F. n.s.

TABLE III

AFFECT BALANCE SCALE: SENIOR PARTICIPANTS

SUBJECT	PRE-TEST	POST-TEST
01	10	10
02	10	10
03	9	10
04	7	10
05	10	9
06	10	10
07	8	6
08	8	9
09	6	10
10	8	9
11	8	9
12	9	7
13	6	6
14	10	10
15	4	6
16	9	10
17	8	7
18	8	8
19	10	8
20	—	9
MEAN SCORE:	8.32	8.65
MEAN OF 19 PAIRED SCORES	8.32	8.63

t = .8603 df = 18 n.s.

TABLE IV

32-ITEM SEMANTIC DIFFERENTIAL*

ATTITUDES OF STUDENT PARTICIPANTS TOWARD THE RETIRED ADULTS

SUBJECT #	PRE-TEST	POST-TEST
21	77	72
22	58	63
23	110	134
24	83	81
25	76	75
26	76	91
27	108	66
28	101	81
29	92	71
30	155	106
31	126	97
32	105	84
33	74	86
34	60	40
35	141	116
36	109	64
37	101	110
38	90	106
39	--	85
40	85	75
41	88	92
42	129	123
47	116	112
Mean	98.18	88.14

$t = 2.2513$ 21 D.F. $\alpha = .02$

*Possible range of scores is 32 through 224 with 32 representing a most favorable attitude.

TABLE V

32-ITEM SEMANTIC DIFFERENTIAL*

ATTITUDES OF RETIRED ADULT PARTICIPANTS TOWARD STUDENT PARTICIPANTS

SUBJECT #	PRE-TEST	POST-TEST
1	86	57
2	62	81
3	60	68
4	56	42
5	71	72
6	82	80
7	84	68
8	97	80
9	45	59
10	87	69
11	64	59
12	136	80
13	81	74
14	72	89
15	86	81
16	76	52
17	88	74
18	122	108
19	92	56
20	118	54
Mean	83.25	70.15

$t = 2.6943$ 19 D.F. $\alpha = .02$

*Possible range of scores is 32 through 224 with 32 representing a most favorable attitude.

TABLE VI

32-ITEM SEMANTIC DIFFERENTIAL*

ATTITUDES OF RETIRED ADULT PARTICIPANTS TOWARD SELF

SUBJECT #	PRE-TEST	POST-TEST
1	58	47
2	61	58
3	53	68
4	51	41
5	79	72
6	111	84
7	82	69
8	76	56
9	42	--
10	77	56
11	61	56
12	102	97
13	82	97
14	67	94
15	127	--
16	74	48
17	94	85
18	113	104
19	126	80
20	90	54
Mean	31.3	70.3

$t = 2.5097$ 17 D.F. $\alpha = .05$

*Possible range of scores is 32 through 224 with 32 representing a most favorable attitude.

TABLE VII

ATTITUDES OF THE RETIRED ADULTS TOWARD PROFESSORS EXPERIENCED

3-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	4	6	3	3	-	3	6	-
2	-	3	3	3	-	3	3	3
3	3	7	6	8	6	-	6	4
4	3	6	6	3	-	3	6	-
5	4	3	3	3	3	3	3	-
6	4	5	5	4	4	5	3	3
7	-	8	7	8	-	9	-	-
8	6	5	5	6	5	6	3	4
9	3	3	4	-	-	6	-	-
10	3	3	3	3	3	3	3	-
11	5	3	3	3	3	3	3	3
12	-	-	-	3	3	-	-	-
13	3	9	-	9	6	6	5	-
14	4	6	4	3	6	6	6	3
15	11	10	7	-	-	-	11	-
16	3	-	3	3	3	3	3	-
17	3	3	-	3	3	-	3	-
18	-	5	-	-	-	-	6	-
19	3	3	3	6	3	3	3	3
20	3	3	-	-	-	-	-	-
Sum	65	91	65	71	48	62	73	23
N	16	19	15	16	12	14	16	7
Mean	4.06	4.79	4.33	4.44	4.0	4.43	4.57	3.29

Mean of scores for weeks 1 & 2: 4.46
Mean of scores for weeks 3, 4, 5, & 6: 4.32
Mean of scores for weeks 7 & 8: 4.17

t-score** = .6752 30 D.F. n.s.

*Possible range of scores is 3 through 21 with 3 being a most favorable response.

**Based on the mean score of the mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE VIII

ATTITUDES OF THE RETIRED ADULTS TOWARD OTHER STUDENTS

3-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	-	3	3	3	-	3	6	-
2	-	-	6	6	-	3	5	3
3	5	6	4	6	4	6	3	4
4	6	6	6	3	-	3	3	-
5	8	6	4	5	3	3	3	-
6	4	5	5	3	3	4	3	3
7	-	11	8	10	-	8	-	-
8	7	5	5	8	5	5	5	5
9	3	3	3	-	-	3	-	-
10	3	3	3	3	3	3	3	-
11	6	3	3	3	3	3	3	3
12	-	-	-	5	3	-	-	-
13	10	11	-	9	11	8	6	-
14	5	6	5	-	5	5	6	4
15	9	9	9	-	-	-	8	-
16	3	-	3	3	3	3	3	-
17	3	6	-	6	5	-	5	-
18	10	3	-	-	-	-	-	-
19	6	6	-	5	6	5	3	5
20	3	3	-	-	-	-	-	-
Sum	91	95	67	78	54	65	65	27
N	16	17	14	15	12	15	15	7
Mean	5.69	5.59	4.79	5.2	4.5	4.33	4.33	3.86

Mean of scores for weeks 1 & 2: 5.64
Mean of scores for weeks 3, 4, 5, &6: 4.71
Mean of scores for weeks 7 & 8: 4.18

t-score** = 2.6085 26 D.F. α = .02

*Possible range of scores is 3 through 21 with 3 being a most favorable response.

**Based on the mean score of the mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE IX

ATTITUDES OF THE RETIRED ADULTS TOWARD ACADEMIC WORK

3-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	7	3	3	3	-	3	-	-
2	6	3	3	3	-	3	3	3
3	9	7	7	10	4	7	4	4
4	3	3	3	3	-	3	3	-
5	3	3	3	3	3	3	3	-
6	4	5	5	3	4	4	4	3
7	-	8	10	13	-	7	-	-
8	4	6	5	6	5	6	5	6
9	4	3	6	-	6	-	-	-
10	3	-	3	3	3	3	3	-
11	4	3	5	4	3	3	3	3
12	-	-	-	3	3	-	-	-
13	4	5	-	8	6	9	6	-
14	6	3	6	3	6	6	6	5
15	5	6	6	-	-	-	6	-
16	3	-	3	3	3	3	3	-
17	3	3	-	3	-	-	3	-
18	-	-	-	-	-	-	-	-
19	5	3	3	3	3	3	3	3
20	3	3	-	-	-	-	-	-
Sum	76	67	71	74	49	63	55	27
N	17	16	15	16	12	14	14	7
Mean	4.47	4.19	4.73	4.62	4.08	4.5	3.93	3.86

Mean of scores for weeks 1 & 2: 4.33
Mean of scores for weeks 3, 4, 5, & 6: 4.48
Mean of scores for weeks 7 & 8: 3.89

t-score** = .9082 26 D.F. n.s.

*Possible range of scores is 3 through 21 with 3 being a most favorable response.

**Based on the mean score of the mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE X

ATTITUDES OF THE RETIRED ADULTS TOWARD THE SURROGATES

6-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	6	6	6	-	-	6	6	6
2	6	13	12	10	-	12	6	9
3	8	11	6	6	7	6	6	6
4	6	6	6	6	-	6	6	-
5	6	6	6	6	6	6	6	-
6	7	7	6	6	6	6	6	6
7	-	10	10	12	-	12	-	-
8	10	11	8	8	8	-	7	6
9	6	6	6	12	6	6	-	-
10	11	9	-	-	-	15	-	-
11	7	6	6	6	6	6	6	6
12	-	-	-	6	6	-	-	-
13	8	12	28	18	12	12	12	-
14	7	11	10	8	8	6	6	6
15	-	13	24	-	-	-	16	-
16	6	6	6	6	6	6	9	-
17	6	6	-	6	-	-	6	-
18	8	6	-	6	-	6	6	-
19	6	6	7	6	6	6	6	6
20	6	3	-	-	-	-	-	-
Sum	120	154	147	128	79	117	110	51
N	17	19	15	16	11	15	15	8
Mean	7.06	8.11	9.8	8.0	7.18	7.8	7.33	6.38

Mean of scores for weeks 1 & 2: 7.58
Mean of scores for weeks 3, 4, 5, & 6: 8.20
Mean of scores for weeks 7 & 8: 6.85

t-score** = .8574 28 D.F. n.s.

*Possible range of scores is 6 through 42 with 6 being a most favorable response.

**Based on the mean score of the mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE XI

ATTITUDES OF THE RETIRED ADULTS TOWARD RESPECTIVE ROOMMATES

6-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	6	6	9	6	-	9	6	6
2	9	-	-	-	-	-	-	-
3	6	-	-	-	-	-	-	-
4	8	8	6	6	-	6	6	-
5	6	6	6	6	6	6	6	-
6	6	6	6	6	6	6	6	6
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	9	18	12	-	-	-	-	-
10	6	6	-	6	-	-	6	-
11	7	6	6	6	6	6	6	6
12	-	-	-	-	-	-	-	-
13	25	22	24	20	20	20	22	-
14	-	11	10	8	-	-	-	-
15	-	-	-	-	-	-	-	-
16	6	6	6	6	12	6	-	-
17	6	6	-	-	-	-	6	-
18	8	6	-	6	-	12	6	-
19	11	13	10	8	8	6	6	6
20	6	-	-	-	-	-	-	-
Sum	125	120	95	84	58	77	76	24
N	15	13	10	11	6	9	10	4
Mean	8.33	9.23	9.5	7.64	9.67	8.56	7.6	6.0

Mean of scores for weeks 1 & 2: 8.78
Mean of scores for weeks 3, 4, 5, & 6: 8.84
Mean of scores for weeks 7 & 8: 6.8

t-score** = 1.8625 18 D.F. α = .10

*Possible range of scores is 6 through 42 with 6 being a most favorable response.

**Based on the mean score of mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE XII

ATTITUDES OF THE RETIRED ADULT PARTICIPANTS TOWARD THE UNIVERSITY IN GENERAL

6-ITEM SEMANTIC DIFFERENTIAL*

SUBJECT #	WEEK: (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	12	9	-	-	-	-	6	6
2	9	6	9	-	-	6	6	6
3	6	6	6	6	6	6	6	6
4	8	8	7	9	-	7	7	-
5	7	7	7	6	6	6	6	-
6	9	13	8	-	-	8	10	7
7	-	12	11	12	-	12	-	-
8	13	12	10	11	12	12	9	12
9	7	6	16	-	7	-	-	-
10	21	-	-	6	-	6	6	-
11	10	8	8	8	7	8	7	6
12	-	-	-	8	8	-	-	-
13	13	12	17	13	12	13	16	-
14	10	10	12	10	10	10	11	8
15	-	-	24	-	-	-	24	-
16	12	-	6	-	7	18	6	-
17	12	-	-	-	-	-	6	-
18	13	6	-	6	-	6	6	-
19	10	15	7	7	9	8	7	7
20	6	-	-	-	-	-	-	-
Sum	178	130	148	102	84	126	139	58
N	17	14	14	12	10	14	16	8
Mean	10.47	9.29	15.71	8.5	8.4	9.0	8.69	7.25

Mean of scores for weeks 1 & 2: 9.88
Mean of scores for weeks 3, 4, 5, & 6: 10.4
Mean of scores for weeks 7 & 8: 7.97

t-score** = 2.9971 28 D.F. α = .01

*Possible range of scores is 6 through 42 with 6 being a most favorable response.

**Based on the mean score of the mean scores for weeks 1 & 2 and weeks 7 & 8.

TABLE XIII
VALUE OF SURROGATE-AGED INTERACTIONS
SURROGATES' DIARIES
MEANS OF 6-ITEM SEMANTIC DIFFERENTIAL*

	WEEK							
ID#	1	2	3	4	5	6	7	8
21	7.3	9.5	6.0	9.0	12.0	6.0	--	8.5
22	6.0	6.2	6.5	6.0	6.0	6.3	6.0	6.0
23	12.3	11.75	9.3	8.75	9.0	6.0	7.0	6.0
24	14.7	13.0	18.4	13.2	11.2	11.0	9.25	13.25
25	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
26	13.75	13.3	12.25	14.25	18.0	14.3	14.0	15.75
27	10.5	10.0	8.2	7.2	9.3	7.5	7.25	8.0
28	11.25	17.6	16.3	12.0	12.3	18.0	--	11.75
29	9.3	12.2	12.25	10.8	12.0	11.25	11.75	10.3
30	14.5	17.0	15.0	13.5	--	14.0	18.3	14.0
31	14.6	17.3	15.3	14.51	11.7	12.3	9.0	6.0
32	8.5	7.3	7.6	15.2	10.0	8.8	12.5	7.5
33	15.0	14.2	12.0	11.7	19.0	9.0	13.0	7.7
34	7.0	6.0	6.06	6.0	6.0	11.7	6.0	6.0
35	11.8	12.5	14.25	12.0	16.7	15.0	15.0	12.6
36	12.5	14.75	11.5	14.67	14.75	13.4	10.4	13.3
37	18.0	11.0	26.5	24.7	19.0	17.0	19.5	14.5
38	6.7	6.25	6.0	6.3	6.5	6.3	6.0	6.7
41	20.0	18.0	12.0	--	24.0	21.0	14.5	10.5
42	16.75	16.0	19.251	12.25	10.8	20.5	11.5	11.5
47	--	10.0	12.0	9.6	6.0	6.0	6.0	18.0
ΣX	236.5	249.9	252.6	227.62	240.1	241.6	203	224
N	20	21	21	20	20	21	19	21
$\bar{X}$	11.83	11.90	12.03	11.38	12.01	11.50	10.68	10.67

Mean score of weeks one and two = 11.58

Mean score of weeks three thru six = 11.73

Mean score of weeks seven and eight = 10.68

*Responses to each item ranged from 1-7, favorable to unfavorable, respectively.

TABLE XIV

RESPONSES TO STAFF AND STUDENT QUESTIONAIRES

Question #1

If Oklahoma State University adopted a program that would allow retired persons to live on campus on a permanent basis, do you feel that these retired persons should:

	Staff		Students	
Be housed in dormitories with students for room-mates	1	2.9%	8	5.9%
Be housed in dormitories on floors with students, but in seperate rooms	8	23.5%	43	31.8%
Be housed in dormitories with students, but housed together on a seperate floor	9	26.5%	59	43.7%
Be housed in a seperate dormitory, but still live on campus	9	26.5%	13	9.6%
Not be allowed to live on campus	0	0.0%	2	1.5%
Other	6	17.7%	8	6.0%
No response	1	2.9%	2	1.5%

TABLE XV

Question #2

These retired persons living on campus should:

	Staff		Students	
Not be required to pay student activity fees, but they should be allowed to use all of the facilities and services made available by the university	3	8.8%	0	0.0%
Be required to pay only partial student activity fees, but be allowed to use all of the facilities and services made available by the university	14	41.2%	0	0.0%
Be required to pay full student activity fees and be allowed to use all of the facilities and services made available by the university	14	41.2%	132	97.8%
Be required to pay full student activity fees, but be allowed to use only certain facilities and services made available by the university	0	0.0%	0	0.0%
Be required to pay only partial student activity fees and be allowed to use only certain facilities and services made available by the university	0	0.0%	1	0.7%
Not pay student activity fees and not be allowed to use any of the facilities and services made available by the university	0	0.0%	1	0.7%
Other	3	8.8%	1	0.7%
No response	0	0.0%	0	0.0%

TABLE XVI

Question #3

These retired persons living on campus should:

	Staff		Students	
Be allowed to participate in all of the activities and organization offered by the university	31	91.2%	119	88.1%
Be allowed to participate in only certain activities and organizations sponsored by the university	1	2.9%	8	5.9%
Be allowed to participate in only those activities designed especially for them	1	2.9%	8	5.9%
Other	1	2.9%	0	0.0%
No response	0	0.0%	0	0.0%

#4 If a program of this nature were implemented on a continuing basis on the Oklahoma State University campus, I would:

	Staff		Students	
Make an effort to acquaint myself with these people and cultivate their friendship	21	61.7%	102	75.5%
Make an effort to acquaint myself with these people, but not make an effort to cultivate their friendship	9	26.4%	20	14.8%
Not make an effort to acquaint myself with these people	1	2.9%	12	8.9%
Make an effort to avoid contact with these people	0	0.0%	0	0.0%
Other	3	8.8%	0	0.0%
No Response	0	0.0%	1	0.7%

TABLE XVII

Question #5

Keeping in mind that the university now has a policy that allows retired persons to audit courses free of charge, these retired persons living on campus should:

	Staff		Students	
Be allowed to audit, on a space available basis, any course offered by the university	28	82.4%	112	82.9%
Be allowed to audit some, but not all, of the courses offered by the university	0	0.0%	8	5.9%
Be allowed to audit some of the courses offered by the university and take some courses that are especially designed for them	3	8.8%	9	6.6%
Only be allowed to take those courses that are especially designed for them	0	0.0%	1	0.7%
Not be allowed to take any courses	0	0.0%	0	0.0%
Other	3	8.8%	3	2.2%
No response	0	0.0%	2	1.5%

Question #6

Keeping in mind that these retired persons have gained a large pool of knowledge during their lives, would you be interested in taking special classes taught by these people?

	Staff		Students	
Yes	19	55.8%	112	82.9%
No	10	29.4%	18	13.3%
No response	5	14.7%	5	3.7%

TABLE XVIII

Question #7 (Student Questionaire Only)

Would you support an increase in your tuition and student fees if it proved necessary to offset the cost of a program of this nature?

	Students	
Yes	49	36.3%
No	72	53.3%
No response	14	11.4%

FIGURE I

AVERAGE TIME SPENT WITH AGED PARTICIPANT PER SURROGATE

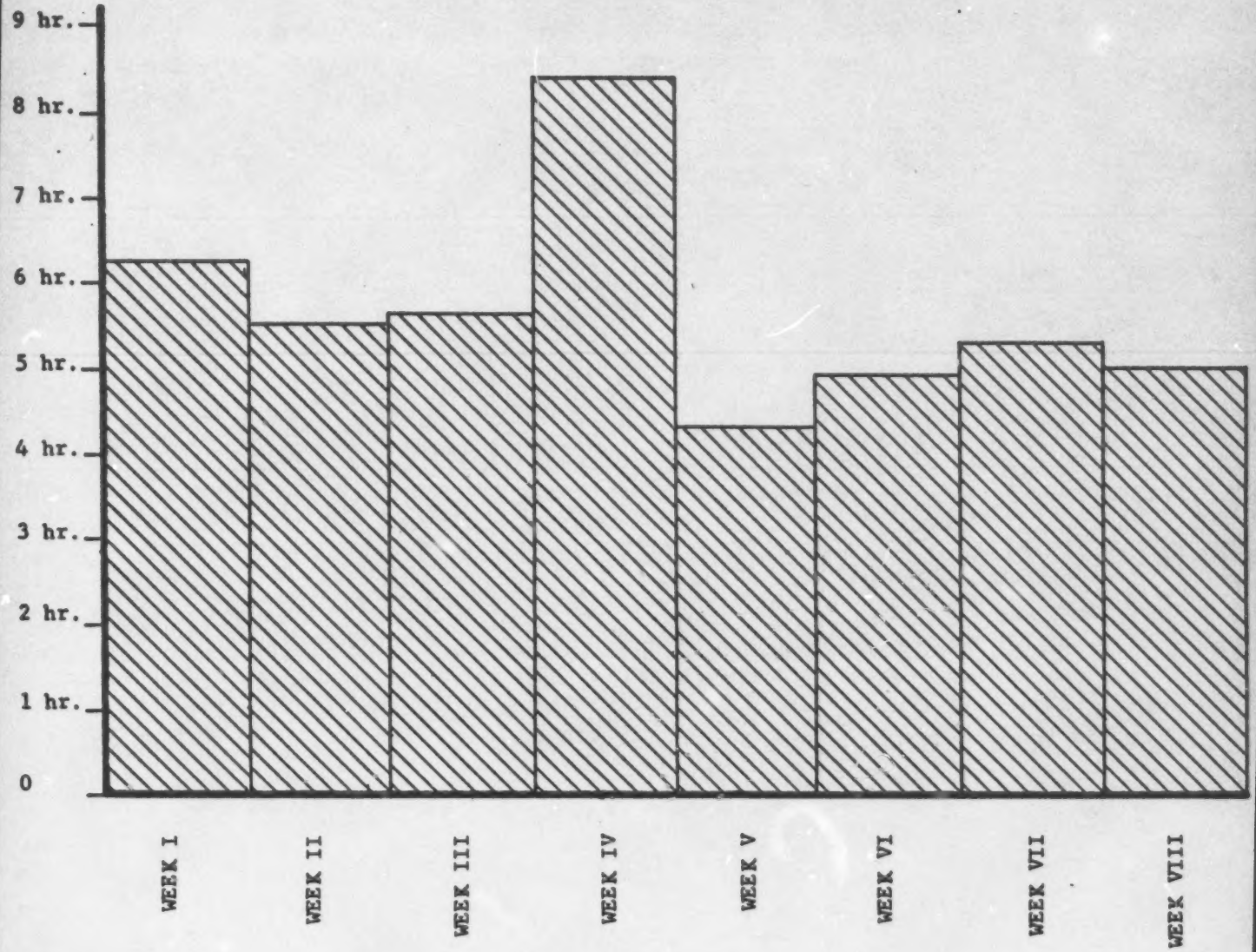

FIGURE II

PERCENT BREAKDOWN OF RECORDED
CATEGORIES OF ACTIVITIES: SURROGATES

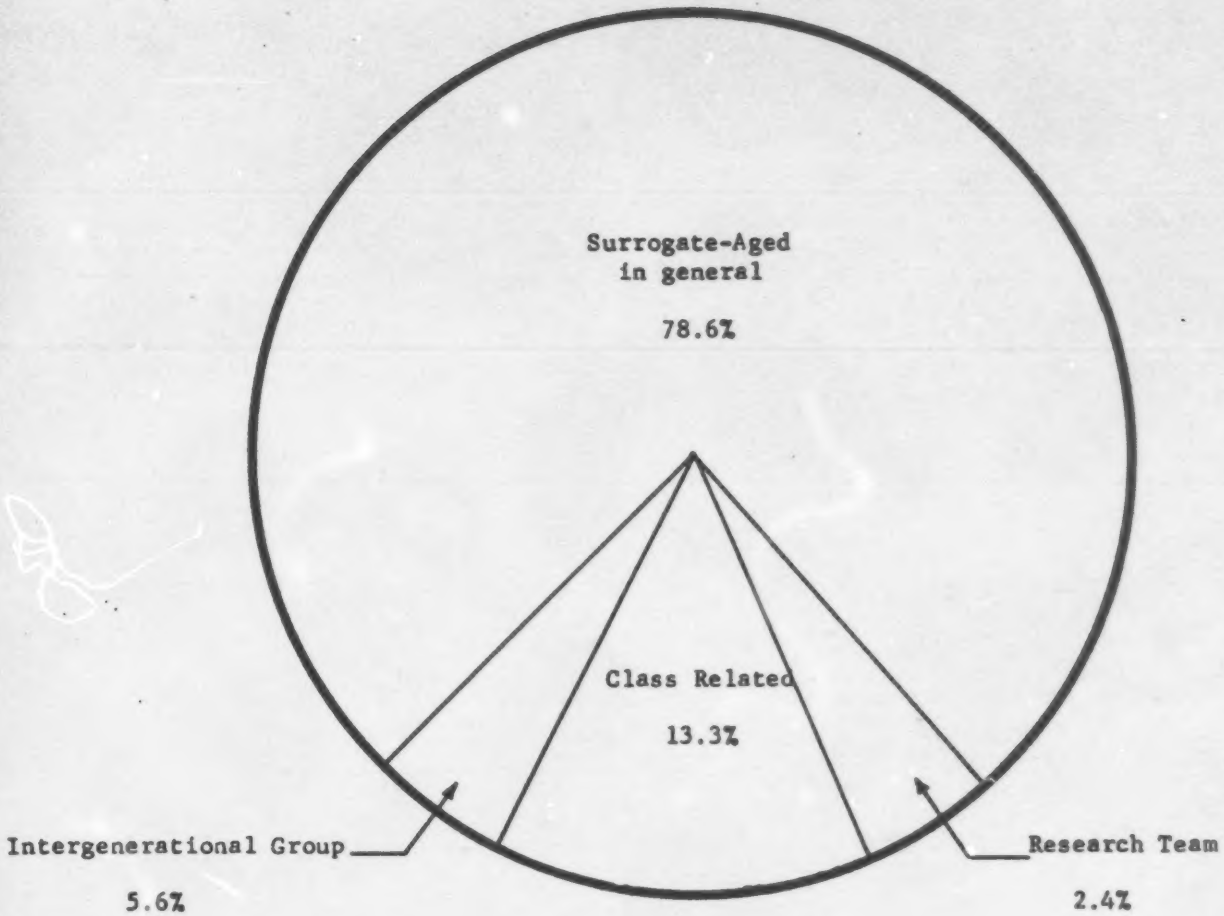

FIGURE III

OCCURRENCES OF OTHER SURROGATE OR AGED PARTICIPANTS IN AGED-SURROGATE INTERACTIONS

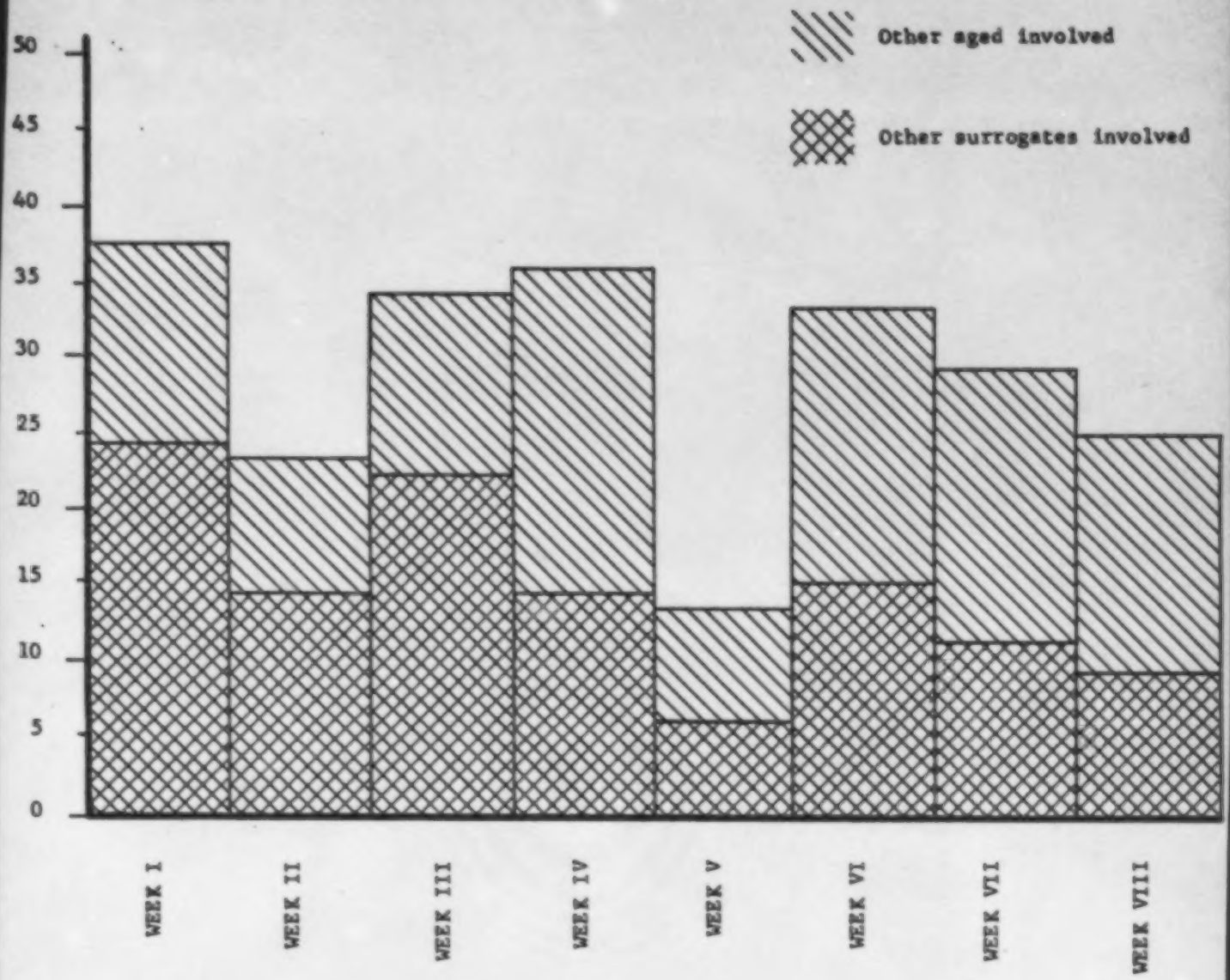

FIGURE IV

PERCENT BREAKDOWN OF RECORDED CATEGORIES OF ACTIVITIES: AGED PARTICIPANTS

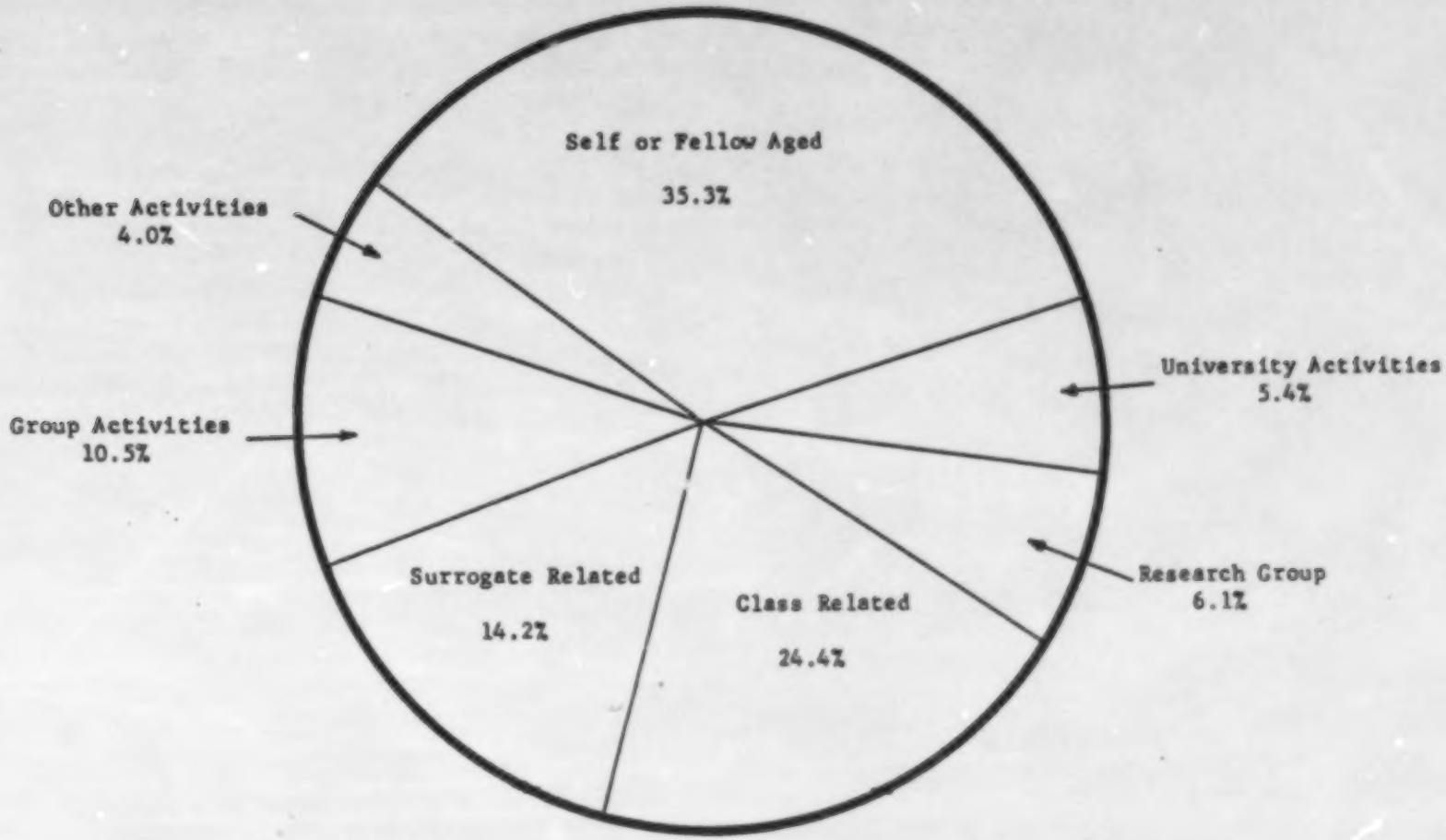

FIGURE V

PERCENT BREAKDOWN OF RECORDED CATEGORIES OF PEOPLE INVOLVED IN ACTIVITIES WITH THE AGED PARTICIPANTS